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ABSTRACT

Summer schools are an integral part of the Key Stage 3 of England's National Literacy Strategy. They play an important role in giving students, who are still at Level 3 in the National Curriculum tests, a flying start to their secondary school career by making links between the Year 6 and Year 7 curriculum. Students are expected to achieve the targets the summer school coordinator negotiates with them and their Year 6 teachers. This guide is designed for those teachers and administrators running summer literacy and numeracy schools. The guide is divided into the following sections: (1) Introduction; (2) General Principles; (3) Characteristics of Successful Summer Schools; (4) Aims and Objectives; (5) Creating the Right Climate; (6) Management of Summer Schools; (7) Staffing the Summer Schools and Training; (8) Working with Primary Schools; (9) Identifying Target Pupils; (10) Planning the Summer School Curriculum; (11) Pupil Target Setting and Assessment; (12) Teaching Strategies; (13) Structure of Summer School Sessions; (14) Working with Parents; (15) Reward and Sponsorship; (16) Monitoring and Assessment; (17) Summer Schools--How Primary Schools Can Help; and (18) Bibliography (which contains 16 items). Attached are 10 teaching units, which are based on units of work were written by a group of teachers and advisers for summer literacy schools (part of England's National Literacy Strategy) in 2000. The units provide 10 days (50 hours) of literacy teaching and repeat the selected key objectives. They incorporate whole-class teaching as well as small group work covering one Literacy Progress Unit across the 10 days. The 10 units of study are: Language and Comedy; Newspaper Article; Descriptive Narrative; Journeys; Descriptive Writing; Narrative Writing; Letter of Complaint; Writing Information Text; Writing Instructions; and Persuasive Writing. (NKA)

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Key Stage 3
National Strategy

Raising
Standards
Standards and Effectiveness Unit

Making links: guidance for summer schools

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Contents

1 Introduction 3
2 General principles 4
3 The characteristics of successful summer schools 4
4 Aims and objectives 6
5 Creating the right climate 7
6 Management of summer schools 7
7 Staffing the summer schools and training 8
8 Working with primary schools 11
9 Identifying target pupils 13
10 Planning the summer school curriculum 14
11 Pupil target setting and assessment 23
12 Teaching strategies 26
13 The structure of summer school sessions 31
14 Working with parents 35
15 Reward and sponsorship 36
16 Monitoring and assessment 36
17 Summer schools – how primary schools can help 38
18 Bibliography 39

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1 Introduction

Rationale

The government's National Literacy and Numeracy Strategies for primary education have set ambitious targets for attainment at age eleven. By 2004 85% of 11 year olds are expected to achieve level 4 or above in English and 85% to achieve level 4 or above in mathematics. Primary pupils are already well on the way to achieving their targets. The challenge for Key Stage 3 is to secure and build on these achievements and at the same time offer help to those pupils who need additional literacy and mathematics support.

The Key Stage 3 National Strategy focuses on four important principles:

- **Expectations:** establishing high expectations for all pupils and setting ambitious targets for them to achieve.
- **Progression:** strengthening the transition from Key Stage 2 to Key Stage 3 and ensuring progression in teaching and learning across Key Stage 3.
- **Engagement:** promoting approaches to teaching and learning that engage and motivate pupils and demand their active participation.
- **Transformation:** strengthening teaching and learning through a programme of professional development and practical support.

Summer schools are an integral part of the Key Stage 3 National Strategy. They are an important element in a range of provision which supports pupils who are performing below national expectations. They play an important role in giving pupils, who are still at level 3 in the National Curriculum tests, a flying start to their secondary school career by making links between the Year 6 and Year 7 curriculum. Pupils are expected to achieve the targets the summer school coordinator negotiates with them and their Year 6 teachers.

Summer schools strengthen the transition from Key Stage 2 to Key Stage 3 and incorporate approaches to teaching and learning which pupils are familiar with in the primary strategies but which are applied in the context of the secondary school curriculum and the Frameworks for English and mathematics. Those pupils who leave primary school still at level 3 are given additional support to improve their literacy or numeracy skills during summer school. This support continues throughout Year 7 through well-structured and focused catch-up programmes to enable these pupils to reach level 4 by the end of the year.

The purpose of this guidance

This guidance is for those running summer literacy and numeracy schools. It is written specifically for managers and coordinators in schools. It may also be of interest to local education authority (LEA) officers, headteachers and their staff, and other teaching and support staff involved in providing courses for Year 6 and Year 7 pupils.

The guidance seeks to ensure that lessons learned from the summer schools programme in previous years are applied in planning for this year. It highlights the importance of integrating summer schools with the catch-up programmes in Year 7. Experience in previous years indicates that schools placed more emphasis on running summer schools than on the Year 7 catch-up programmes. It is important that these are seen as two closely-linked programmes.

This summer school guidance should be read in conjunction with the guidance contained in the literacy and numeracy Year 7 catch-up programmes. Teaching units for both literacy and numeracy summer schools, which may be used as schemes of work, are available to schools on the Key Stage 3 Strategy website (www.standards.dfes.gov.uk/keystage3/publications) or from DfES Publications (see page 40). LEAs are being asked to help their schools become familiar with this guidance, and the associated teaching units, wherever possible. The catch-up programmes for English, six *Literacy Progress units*, and for mathematics, *Springboard 7*, have already been made available to schools.

2 General principles

The programme builds on the experience of summer schools in previous years by:

- identifying and preserving the best elements of current practice in summer schools;
- improving the continuity between the National Literacy and Numeracy Strategies in primary schools and the further development of literacy and mathematics skills at secondary level;
- providing continuous support for targeted pupils from the later stages of Key Stage 2 well into Key Stage 3.

The programme requires close co-operation between primary and secondary schools over:

- the use of assessment information to identify specific groups of pupils;
- shared expectations of what the pupils involved can and ought to achieve;
- the development of a shared understanding of teaching strategies and curriculum organisation;
- communication with pupils and parents.

3 The characteristics of successful summer schools

It is clear from evaluations of previous summer school programmes that the more successful schools made measurable improvements to pupils' English and mathematics skills through a focused programme of teaching, with clear objectives and carefully structured activities. Summer schools can also greatly improve pupils' attitudes to learning.

The following key factors determine the success of summer schools.

- The summer school should be coordinated by a teacher with expertise in literacy or mathematics.
- The staff of each summer school should include primary teachers as well as secondary teachers.
- Secondary schools should work closely with their partner primary schools at all stages of planning and teaching the summer school programme.
- There should be written schemes of work based on a limited number of key objectives from the Frameworks for English and mathematics.

- Dedicated time should be set aside for the teaching of literacy or mathematics, with extensive use of the key teaching approaches used in the Literacy Hour or daily mathematics lesson.
- All staff involved in the summer school should be trained to teach the scheme of work, and should be given guidance about their specific role.
- Challenging but achievable targets should be set for each pupil. These should be negotiated between the Year 6 teacher, the summer school coordinator and the pupil.
- Progress towards targets should be monitored throughout the summer school, and time built in to review the work of, and to give positive feedback to, individual pupils.
- There should be a system to record individual pupils' progress and reward achievement, which could contribute to Year 7 [illegible]

The evaluations of the summer schools programmes revealed a number of other important features, which are highly desirable in future programmes.

- Schools need to be informed as soon as possible about summer school provision so that preparation, including training and primary school liaison, can start early.
- Summer schools are more successful where pupils have similar levels of attainment. If pupils with different levels of attainment are chosen, good differentiation is vital to ensure sufficient challenge is provided for all pupils.
- A significant proportion of teaching should be direct, interactive and well-focused, engaging pupils in work that is appropriately challenging. It should build on their acquired knowledge and skills and teach pupils to apply ideas to work that is progressively harder.
- Target setting should be based on diagnostic assessment of pupils' needs carried out by the Year 6 teacher and shared with the summer school coordinator and the pupils.
- Parents should be encouraged to contribute to their children's learning by supporting them at home and being aware of their children's targets. They should also ensure that their children's attendance is good.
- The summer school should have a system of recording and communicating with pupils and parents, e.g. a daily diary.
- The secondary school and its partner primary schools should give the summer school a high profile, e.g. a senior member of the secondary school staff should assist the coordinator and manage the day-to-day running of the summer school, to enable the coordinator to concentrate on planning the programme and organising the teaching.
- Clear links should be made with the catch-up programmes in Year 7 and the targets and progress of the pupils attending the summer school should inform their entry into the catch-up programmes.

4 Aims and objectives

Schools will be expected to follow the guidance in this document and to draw on the teaching units prepared for the summer schools. The organisers of summer schools need to know what they are setting out to do and to express their aims in clear terms.

These aims should include:

- a clear focus on what pupils, currently at level 3, need to achieve in order to reach the next attainment level in the National Curriculum English or mathematics. This will help both the selection of the pupils themselves and the content of the summer schools;
- a focus in both planning and teaching on how progress achieved in the summer schools can be maintained when pupils formally enter secondary schooling.

If these two criteria are met, it is more likely that summer schools will be successful in bringing pupils up to the required level and ensuring that they continue to make progress during Key Stage 3.

In order to raise standards in English, summer literacy schools in previous years were advised to base their schemes of work on objectives which would improve pupils' skills in reading, writing and spelling, such as:

- building up pace and accuracy in reading to access meaning and maintain sense;
- developing inferential skills in reading;
- using reading to model writing;
- securing their knowledge of spelling choices for medial vowel phonemes, e.g. required *(requiered);*
- writing complex sentences using subordination and a range of connectives, particularly in non-narrative writing;
- planning narrative structures, particularly conclusions;
- understanding how to use paragraphing and other organisational devices, e.g. bullets, insets, to structure text.

In order to raise standards in mathematics, most summer numeracy schools in previous years concentrated on teaching objectives covering the following areas:

- using symbols correctly, including less than (<), more than (>), equals (=);
- rounding any whole number less than 1000 to the nearest 10 or 100;
- using known number facts and place value to add or subtract mentally, including any pairs of two-digit numbers;
- knowing by heart all multiplication facts up to 10 × 10 and deriving the corresponding division facts;
- multiplying and dividing any whole number up to 10 000 by 10 or 100;
- developing appropriate vocabulary, e.g. thinking about the different ways questions in subtraction can be posed and the different contexts in which subtraction occurs;
- solving simple word problems involving addition, subtraction, multiplication and division.

5 Creating the right climate

In previous years, summer school staff have worked hard to create a welcoming environment for their pupils, with posters and display materials. Many schools made all their prime facilities available, including ICT suites, libraries, learning resource centres and sports facilities. Some summer schools provided areas for the pupils to relax in and play board games during break times.

In the words of one teacher involved in a previous programme, 'Summer schools create an ideal climate in which teaching and learning can flourish'.

Another teacher said, 'Although summer schools are short and intense they are above all enjoyable learning experiences where the commitment of both the pupils and staff can prove a very powerful combination. The fact that pupils and teachers are focused on a single task, uninterrupted by the demands of the full curriculum and the school day, means increased concentration and hard work.'

6 Management of summer schools

Senior managers in the secondary school need to take the lead in introducing and managing summer school programmes, including developing and evaluating them. Their success in doing so will depend crucially on the effectiveness of liaison established with partner primary schools.

It is important that the coordination of planning, teaching, learning and assessment is treated as a whole-school issue. Evidence from previous schemes shows that secondary schools that set up a single school management task group for planning both the summer school and the Year 7 catch-up programme, were more effective in meeting the aims of both initiatives.

In planning for summer schools the task group should:

- coordinate contact with partner primary schools;
- support the administration of the summer school;
- organise staff training for the summer school;
- track pupils through the summer school and into Year 7;
- plan a Year 7 catch-up programme for pupils who have attended the summer school;
- monitor and evaluate the overall programme.

The school task group should carry out the following functions:

A. **ESTABLISH CLOSE CONTACT WITH PRIMARY SCHOOLS TO IDENTIFY AS EARLY AS POSSIBLE FOR SUMMER SCHOOLS:**

- those pupils likely to transfer to secondary school with levels of attainment in English or mathematics below level 4;
- those pupils most likely to benefit from summer school provision, both in terms of levels of attainment and the likelihood of regular attendance;
- strengths and weaknesses in those pupils' abilities in English or mathematics;
- pupils' experience of the daily literacy or mathematics lesson;

- the potential for exploiting connections between the curriculum in Years 6 and 7, based on shared curriculum information;
- opportunities for secondary staff to visit primary schools to meet pupils and Year 6 teachers.

Secondary schools may find it helpful to send the sheet 'How primary schools can help' (page 38) to their partner primary schools.

B. ORGANISE AND RUN A SUMMER LITERACY OR NUMERACY SCHOOL THAT PROVIDES THE SELECTED PUPILS WITH:

- work planned against a limited number of key objectives drawn from the Frameworks for English and mathematics;
- well-focused curriculum content and a balance of activities such as those based on the teaching units provided for summer schools;
- teaching closely based on the organisation and teaching strategies recommended by the national strategies;
- target setting, assessment and rewards that motivate pupils to succeed.

C. SET CLEAR TARGETS FOR IMPROVEMENT:

- agree targets for improving standards for summer school pupils;
- translate these targets into curricular and learning targets for individual pupils;
- ensure that these targets determine medium- and short-term planning;
- make pupils aware of what they will be learning over defined periods of time and involve them fully in evaluating their progress;
- use the targets as the criteria for teachers' assessments;
- ensure that parents are informed about and, wherever possible, involved in setting and reviewing their child's targets.

D. ESTABLISH CLOSE LINKS WITH PARENTS TO:

- inform them about the programmes;
- involve them in assessing their child's needs;
- support and motivate pupils;
- secure support for homework activities;
- involve them in the programme wherever it is possible and appropriate.

7 Staffing the summer schools and training

In previous years the majority of summer schools employed at least one qualified teacher for every ten pupils.

Although most schools used the same staff throughout the summer school, in about 30% of schools some of the teachers changed. This discontinuity of staffing had a detrimental effect in some summer schools. This was particularly so where teachers worked for only a few days and therefore did not get to know the pupils well and could not make judgements about their progress. In effective summer schools, where there was a change of teachers, the coordinator established good planning and hand-over arrangements to ensure continuity.

The role of the summer school coordinator

The involvement of a summer school coordinator with extensive experience of teaching literacy or mathematics to lead the team has been a key factor in the success of summer schools to date. In the best summer schools these were teachers holding positions of responsibility in the secondary school, usually a head of, or second in department. These teachers were actively involved in teaching rather than administration.

The headteacher will need to provide the coordinator with the time to prepare and plan thoroughly for the summer school, including visiting partner primary schools taking part. It is helpful if the secondary school provides primary schools with some funding to release the Year 6 teacher to meet the summer school coordinator for essential tasks such as setting pupil targets. Key tasks for the coordinator include:

- planning the teaching time;
- time for evaluation and discussion;
- the deployment of staff.

Teaching staff

The summer school coordinator needs to be supported by a **core teaching team** that includes staff with experience and training in literacy or mathematics. Many schools have had experience of participation in literacy and mathematics development projects and family literacy and numeracy initiatives. Others have links with organisations such as the Basic Skills Agency. It is important to draw on such experience.

Summer schools should make staff aware of the opportunity to help with the summer school programme as early as possible so that time for training and planning can be built in. Most summer schools employ staff from both primary and secondary school backgrounds. Secondary teachers usually teach in the school's English or mathematics department, but in a few programmes the staff come from a range of departments, including modern languages, science, information technology and history.

The **role of primary school staff** is of vital importance. They bring up-to-date knowledge of the needs of many of the children attending the summer school. Their experiences of the National Literacy and Numeracy Strategies and of teaching the Key Stage 2 curriculum in primary schools are invaluable. They are aware of how children have been prepared for the transfer to secondary school and local liaison arrangements from a primary viewpoint. The chance to work with secondary colleagues is valuable, giving them an insight into the next stage of their pupils' education.

A balance of experience within the team is helpful. **Newly qualified teachers** can bring a freshness and enthusiasm to summer schools, which can prove invigorating for all concerned. **Retired staff** who are experienced in teaching English or mathematics, or with special needs teaching experience, can be a valuable extra resource to draw upon.

Support staff

All schools in previous years employed **support staff** who worked as teaching assistants. Those staff provided a wide range of support and teaching tasks, including:

- supporting catch-up programmes for individual pupils;
- leading a small group carrying out practical activities;
- helping a small group rehearse for a plenary by focusing on correct terminology;
- helping pupils to access learning through ICT.

It is also important that summer schools employ sufficient adults to ensure that teachers have a break at lunchtime.

LEA support

The **LEA's English and mathematics inspectors and advisers** have a key role to play in offering support and advice to the schools establishing summer school programmes. They can also play an important part in training staff and monitoring and evaluating the summer schools.

Key Stage 3 and primary consultants can play an important role in familiarising teachers with the summer school guidance and support materials.

LEA or other local authority support staff, such as educational psychologists, welfare officers, community and family learning specialists, play leaders and youth workers, were among those who gave advice and support in previous years.

Volunteer support

Suitable helpers, mentors and volunteers can come from many different sources, but they need to be identified, recruited and briefed as early as possible. In previous years some summer schools recruited staff from local businesses to support the development of particular children on a couple of days each week. Many schools have links with local colleges, teacher training institutions and universities. Students on teacher training courses, in particular, can gain valuable practical knowledge and experience. These students can also assist with ICT, practical sessions and activities. They can give time to individual pupils in terms of setting targets, reviewing and recording progress.

One of the most valuable volunteer resources can come from the secondary school itself. Virtually all summer schools used **older and former pupils** in a support role. These were usually pupils from Years 9 to 13 who were used as general helpers or for specific work, such as paired reading or mathematics investigations. They proved to be excellent tutors and very popular mentors. Summer schools that made the most effective use of older pupils often directed them to support one or two individual pupils on a regular basis.

It is important for the smooth running of the summer school that all volunteer helpers make specific and reliable commitments of time to the programme. They also need to be well briefed so they are fully aware of the contribution they are expected to make.

Training for summer school staff

All teachers, adults operating as tutors, and student helpers involved in any way with the teaching and organisation of the summer school programme will need specific training. This begins with the pooling of expertise and needs to be tailored to the roles people will play.

It is essential that a training strategy be put in place as soon as the key teachers for the summer school are identified and the range of volunteers agreed. The school hosting the summer school is responsible for this training, but it is clearly desirable for the LEA to have an input coordinating this as far as possible across a number of schools. The school may wish to devote a series of twilight sessions to training, or to release staff so they can attend a one-day training session which may be provided by the LEA.

All staff working on the scheme will need training in the teaching strategies that will underpin the development of the summer school and the planning of work that will help pupils achieve the next level in National Curriculum tests in English or mathematics. Staff will also need practical guidance about routines such as breakfast or refreshment breaks, or wet weather alternatives to sports activities.

It would also be helpful if, before the summer school begins, all tutors and helpers were to have direct experience of teaching literacy or mathematics with a similar age group, using the agreed teaching strategies. For example, secondary teachers might be able to take some time in the summer term to work with their own Year 7 pupils, as individuals or in small groups, to develop the techniques. Secondary teachers will also benefit from observing Year 6 pupils during a Literacy Hour or a daily mathematics lesson.

Teaching units for literacy and mathematics are available on the Key Stage 3 Strategy website (www.standards.dfes.gov.uk/keystage3/publications) or from DfES Publications (see page 40). Teachers will also find the training materials provided for primary schools by the National Literacy and Numeracy Strategies very helpful. All teachers should be given copies of the summer school teaching programme. Helpers need to know where they fit into the programme and, wherever possible, have their own copies.

8 Working with primary schools

Liaison with primary schools

Close liaison with primary schools is a key factor in successful planning of summer schools. It is essential that the summer schools build on achievement at primary level.

In most cases, summer schools funded through the Standards Fund will be based in LEA secondary schools and run for Year 6 pupils who will be joining secondary schools in September.

The evidence from previous years shows that summer schools bring positive opportunities for incoming pupils to get to know the expectations of the secondary school and become familiar with its geography, facilities and resources. They also give new pupils the opportunity to build relationships with some of the staff who will teach them, and with older pupils who can help them. In this way transfer is made easier for pupils and their parents. To be most effective, close liaison between primary and secondary colleagues is essential, as is mutual support.

All secondary schools build on the work of their primary colleagues. Key Stage 1 and 2 class teachers carry demanding workloads and are responsible for planning curriculum, teaching, marking and record-keeping. The effective summer schools recognise all this.

The demands of the Year 7 curriculum will come as a major challenge to many primary pupils. They must be supported in that transition as effectively as possible. It is essential that there is continuity in their learning and time is not wasted going over work they have already mastered.

Liaison and participation

Most secondary schools have very good relationships with local partner primaries. This is often easier if most of the intake comes from just a few schools. Some secondary schools have more than 20 partner primary schools and others just two or three. The 'catchment' for the secondary school will raise issues of selection, liaison, transport, collection and timetabling, which all schools need to consider as part of their planning.

Personal contact between schools, and with potential pupils and their parents, is extremely important. This takes time. All coordinators should allocate sufficient time and resources to allow for this to be done as fully as possible (see case studies 1 and 2 below).

1 *In one summer school, the summer school coordinator approached each partner primary headteacher directly, and followed this up by personal contacts with the parents likely to be involved. Flyers, information leaflets and welcoming letters to parents were extremely successful in encouraging parents and pupils to take part. PTA meetings and induction evenings also provided obvious opportunities for discussing summer schools with parents.*

2 *Another school produced an information pack about the summer school which was sent to each primary school, followed by a personal visit from the summer school coordinator to talk through what was planned. Regular cluster group meetings of heads also took place to ensure that everyone was confident about the programme.*

When secondary schools prepare and plan for summer schools, it is essential they ensure that primary school staff are fully consulted and involved. Where summer schools recruited primary school staff to teach in the summer schools, their experience was invaluable, and the programme was stronger for it.

Allocation of places by the secondary school

If a large number of primary schools feed into the secondary school, it may be necessary to allocate a specific number of places to each school. Some schools may have more pupils at level 3 than other schools, and therefore

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may need to be given more places. Schools should also consider whether pupils are likely to take up the offer of places and attend regularly during their holiday time. It is important that such factors are discussed early by all the schools involved.

9 Identifying target pupils

The experience of summer schools that ran in previous years was that the summer school was more effective if the recruitment of pupils was well targeted.

The target group

The summer school programme is targeted at 11 year olds who have reached level 3 in the Key Stage 2 National Curriculum tests and who have the potential, with the support of an intensive programme, to raise their performance to (or towards) level 4.

In previous years it has been clear that the opportunities the summer schools offer these pupils, the gains in self-confidence and self-esteem, are particularly important in enabling them to become more successful students.

Recruitment and attendance

Primary heads and Year 6 teachers know a great deal about their pupils. They are in the best position to recommend the most suitable pupils from all those who fit into this performance band.

Summer school coordinators, together with the primary schools involved, may also want to consider extra criteria for inviting pupils to take part. Each school has a particular context and, bearing in mind the nature of small-group dynamics, some secondary schools may wish to identify and invite pupils who are known to be:

- reliable attendees and highly motivated, and therefore likely to respond positively to the opportunity;
- unreliable attendees – pupils with weak motivation but who might respond to the privilege of selection;
- pupils who are withdrawn or overlooked in a classroom dominated by 'high flyers' and who may flourish in smaller groups;
- pupils for whom English is an additional language, but where performance could be boosted by increased opportunities to practise English and mathematics in smaller groups in a supportive atmosphere;
- children who are boisterous and aggressive and who might be helped by opportunities for quiet and intensive concentration on a fixed number of tasks;
- pupils who come from particularly needy backgrounds, with little support and who need some additional help.

Schools should make every effort to maximise attendance. However, it has not always been possible to recruit a full class of pupils. In these circumstances the school should tailor provision proportionate to pupil numbers.

Gathering information about pupils

The collection and use of baseline data on individual pupils is vital to effective planning and targeting of the summer school programme. Primary schools have a number of sources of information about pupils' levels of performance which are useful for different purposes.

For **selection of pupils**, measures of standards at the end of Year 6 are useful. These include:

- Key Stage 2 teacher assessment levels;
- any standardised test scores;
- any overall comments by Year 6 teachers about pupils' achievements and attitudes.

For **diagnosing pupils' strengths and weaknesses**, a range of evidence can be assembled:

- Key Stage 2 test scripts (if available on time);
- standardised test scripts and any pupil scores on sub-tests;
- any detailed profiles of pupils' work prepared by the Year 6 teacher either in transfer documents or specially prepared;
- for pupils for whom English is an additional language:
  - length of time in school,
  - amount of support received,
  - interruption to schooling,
  - literacy in other languages,
  - any other information about attainment levels in mathematics in their country of origin.

For **evaluating the effectiveness of the programme**, pre- and post-measures may give some indication of different types of progress. These could include:

- standardised test scores;
- measures of attitudes towards English or mathematics.

It is worth noting that HMI evaluations of literacy summer schools have pointed out that some schools spent too much time testing pupils during the summer school rather than spending valuable time teaching.

10 Planning the summer school curriculum

The intention of summer schools is to provide intensive, focused work in English or mathematics, to make much of it different from term-time school, and to create an environment where children will want to work hard and enjoy doing so.

In previous years, the key factors in good practice were:

- a clear scheme of work;
- a clear focus on literacy or mathematics, with emphasis on intensive work and enjoyable activities;
- good targeting;

- consistent monitoring and evaluation;
- well thought out and balanced incentives;
- good use of mentoring.

Teaching units for summer schools

To assist coordinators with planning for summer schools, teaching units for both literacy and mathematics are available on the Key Stage 3 Strategy website (www.standards.dfes.gov.uk/keystage3/publications) or from DfES Publications (see page 40). These units have been based on the revision objectives mentioned earlier and draw on the teaching approaches recommended by the national strategies.

Using the objectives from the Frameworks for teaching

The Literacy and Numeracy and Key Stage 3 Strategies underline the importance of teaching to clear objectives. The objectives in the Frameworks for teaching set appropriate expectations, provide teachers with a clear focus for planning and ensure progression for pupils.

The sections that follow set out objectives selected from the Frameworks linked to the analysis by QCA of pupils' weaknesses in Key Stage 2 tests.

Literacy objectives and QCA analysis

The QCA analysis of the English tests over the past two years shows a number of general characteristics linked to reading and, particularly, to writing. It shows that to move children from level 3 to level 4 in the English tests, they need to be systematically taught:

In reading:

- to build up pace and accuracy in independent, silent reading in order to maintain sense;
- to explain the precise meanings and effects of words as well as commending their use;
- to look across a text to see patterns, e.g. sequence, use of language effects;
- to explain the organisation and layout of texts;
- to identify the audience and purpose of a text;
- to generalise and make inferences by drawing on evidence in the text;
- to go beyond identifying language effects to explain how they work;
- to go beyond finding information in the text by explaining its relevance or implications;
- to use reading to model writing.

In writing:

- to apply spelling rules and conventions, e.g. consonant doubling, pluralisation, affixes;
- to recall and apply strategies to help them choose correct vowel formation;
- to develop more varied and complex sentences;
- to use the possessive apostrophe correctly;
- to pay more attention to the ending and thus the direction of the narrative;
- to develop the use of more formal, impersonal styles;
- to review and edit work for clarity and interest, organisation and purpose;
- to connect ideas at both text and sentence levels;
- to organise texts in other ways than by order of events;
- to understand the purposes and characteristics of non-fiction text types.

Boys' attainment in literacy

The impact of the national strategies has led to significant improvements in the reading attainment of boys but there is still considerable ground to be made up in writing. Teachers should assess the needs of boys as a target group in the summer literacy schools and catch-up programme, and adjust planning to meet those needs. They should try to:

- pay particular attention to boys in class and group sessions to ensure they are involved and contributing;
- give careful attention to the content of the task to ensure it is appropriate, e.g. boys often respond less well to imaginative writing but respond better where there is a clear purpose to the work, e.g. in non-fiction writing of instructions, explanations, arguments, etc;
- ensure that boys are challenged, that they succeed and that their successes are clearly acknowledged;
- keep boys on task in independent work and ensure that they do not leave work unfinished or lose track of the task because of distraction. They may need more short-term objectives to signpost their way through a task, with more targeted monitoring by the teacher to ensure that they see it through in reasonable time;
- make clear to the class at the start of the lesson what they are expected to learn and how it will be checked out later, e.g. *At the end of the lesson I will ask you to …*;
- help boys to evaluate their own learning, e.g. through getting them to explain how they did something, reflecting on their strategies (e.g. for retrieving or summarising information, spelling or reading a difficult word), periodic reviews of their work to assess progress, keeping personal logs or records, etc;
- make sure that boys' reading experiences are carried over explicitly into writing to help them structure sentences and sequence texts effectively.

Planning from the key literacy objectives

The objectives in the table which follows have been taken from the Year 7 key objectives in the final version of the Key Stage 3 *Framework for teaching English: Years 7, 8 and 9* including those objectives which are intended for consolidation. The teaching units, which are on the Key Stage 3 Strategy website, are based on a selection of these objectives. If summer schools do not wish to use these units, coordinators should write their own scheme of work based on a selection of these objectives that are most suitable for their pupils. It is important to note that evaluation of previous summer schools showed that teachers should give more emphasis to the development of pupils' writing including handwriting. They should be used for the summer schools and Year 7 catch-up programmes in at least the following ways:

- to assess the areas of greatest need for the pupils and highlight those that will be taught;
- to define teaching and learning targets over a short period of time;
- as a guide to focused planning and teaching;
- to ensure that the pupils know clearly in advance what they will be taught and to follow up teaching by evaluating its success with the pupils;
- to inform parents in advance about what their children will be taught, as a means of enlisting their support.

When **planning** from the objectives, teachers should take into account:

- the needs of the class in relation to each of the three strands of work;
- the need for an appropriate balance of reading and writing;
- the relative importance of writing, i.e. teaching spelling, punctuation, sentence construction and compositional skills;
- the specific needs of boys;
- the importance of reading and writing non-fiction;
- how reading will be used to structure writing activities.

Literacy key objectives

Year 7

Word level

Spelling

Pupils should revise, consolidate and secure:

1. correct vowel choices, including: vowels with common alternative spellings, e.g. ay, ai, a-e; unstressed vowels; the influence of vowels on other letters, e.g. *doubling consonants, softening c;*

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

8. recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;

Vocabulary

To continue developing their vocabulary, pupils should be able to:

14. define and deploy words with precision, including their exact implication in context;

Sentence level

Sentence construction and punctuation

Pupils should be taught to:

1. extend their use and control of complex sentences by:
   - a) recognising and using subordinate clauses;
   - b) exploring the functions of subordinate clauses, e.g. *relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch';*
   - c) deploying subordinate clauses in a variety of positions within the sentence;

Paragraphing and cohesion

8. recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. *when there is a shift of topic, viewpoint or time;*

Stylistic conventions of non-fiction

13. revise the basic stylistic conventions of the main types of non-fiction established in Key Stage 2:
   - a) *Information text*, which maintains the use of the present tense and the third person; makes clear how the information is organised and linked; incorporates examples;
   - b) *Recount*, which maintains the use of past tense, clear chronology and temporal connectives;
   - c) *Explanation*, which maintains the use of the present tense and impersonal voice, and links points clearly;
   - d) *Instructions*, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear and concise guidance;
   - e) *Persuasion*, which uses sentence syntax to enhance and emphasise key points, and articulates logical links in the argument;
   - f) *Discursive writing*, which signposts the organisation of contrasting points and clarifies the viewpoint expressed at every stage;

Standard English and language variation

15. vary the formality of language in speech and writing to suit different circumstances;

Text level – Reading

Research and study skills

Pupils should be taught to:

2. use appropriate reading strategies to extract particular information, e.g. *highlighting, scanning;*

Reading for meaning

8. infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;

Understanding the author's craft

12. comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure;

Study of literary texts

17. read a range of recent fiction texts independently as the basis for developing critical reflection and personal response, e.g. *sharing views, keeping a reading journal;*

Text level – Writing

Plan, draft and present

Pupils should be taught to:

1. plan, draft, edit, revise, proofread and present a finished text with readers and purpose in mind;

Write to imagine, explore, entertain

5 structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution;

Write to inform, explain, describe

10. organise texts in ways appropriate to their content, e.g. *by chronology, priority, comparison,* and signpost this clearly to the reader;

Write to persuade, argue, advise

15 express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration, exaggeration, repetition, use of rhetorical questions;*

Write to analyse, review, comment

19. write reflectively about a text, taking account of the needs of others who might read it.

Speaking and Listening

Speaking

Pupils should be taught to:

1. use talk as a tool for clarifying ideas, e.g. *by articulating problems or asking pertinent questions.*

Listening

6. listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed;

Group discussion & interaction

10. identify and report the main points emerging from discussion, e.g. *to agree a course of action including responsibilities and deadlines;*

Drama

15. develop drama techniques to explore in role a variety of situations and texts or respond to stimuli;

Mathematics and the QCA analysis

The QCA analyses of the Key Stage 2 mathematics tests identify common weaknesses and difficulties experienced by pupils who fail to reach level 4. Teachers working on summer numeracy schools would find it useful to concentrate on the following topics:

Mental arithmetic

- adding and subtracting two- and three-digit numbers mentally;
- calculations involving conversion of metric units;
- multiplying numbers by 10 and 100, and answering questions like 60 × 40.

Number and algebra

- writing large numbers, ensuring pupils understand place value;
- calculations presented in a variety of ways
  - in horizontal or vertical format
  - in and out of context
  - in written and verbal format;
- understanding and using multiplication as the inverse of division;
- completing division involving remainders;
- 'open' number sentences involving division, such as 527 ÷ ☐ = 31, so that they come to appreciate that dividing by 'the answer' gives the missing term;
- decimals beyond the contexts of money and measures;
- working with fractions, including locating fractions and decimals on the number line;
- calculating fractional and percentage parts of quantities; understanding percentage as *the number of parts per hundred*, e.g. that 40% means 40 parts per hundred and that it is equivalent to the fraction 40 over 100;
- estimating the answers to calculations before working them out.

Solving numerical problems

- developing strategies for problem solving such as thinking about different ways of approaching problems;
- developing logical written explanations for a range of simple mathematical statements in addition to verbal explanations.

Shape, space and measures

- calculations involving seconds, minutes and hours; reading and using an analogue clock;
- using rulers and protractors to measure and draw angles and lines accurately;
- reading numbers and measurements from scales in a variety of contexts;
- calculating perimeters of shapes and applying their knowledge to shape problems;

- solving area problems beyond counting squares, e.g. where pupils need to know that right-angled triangles are half rectangles;
- becoming familiar with angle facts e.g. that a quarter turn is a right angle and recalling the sum of angles at a point.

Handling data

- interpreting and using information from tables or charts.

Use of calculators for the B paper

- recognising when it is helpful to use a calculator and knowing how to use a calculator efficiently;
- deciding which mathematical operation and method calculation (mental, written or calculator) to use to solve problems;
- keying in numbers which have been converted to decimals, e.g. those involving time.

General

- using informal written methods to help pupils calculate and to underpin the development of more compact methods;
- developing strategies for solving multi-step problems;
- explaining and refining their thinking.

Use of language

- using precise geometrical terms (specific terms that caused difficulties included *pentagon, parallelogram, isosceles* and *scalene*).

Mathematics objectives

RECEPTION TO YEAR 6

The Primary Framework will help teachers to choose objectives when they are preparing teaching plans for use on summer numeracy schools. The Framework provides yearly teaching programmes and objectives. The table which follows sets out a summary of key objectives from the Framework that are most likely to be effective in raising pupils' attainment to level 4.

SUMMARY OF KEY OBJECTIVES FOR MATHEMATICS

Numbers and the number system

Place value, ordering and rounding

- Read and write numbers in figures and in words.
- Multiply and divide mentally whole numbers and decimals by 10 or 100 and explain the effect.
- Order a given set of positive and negative integers, or decimals with up to two places.
- Round a decimal to the nearest whole number.

Calculations

Rapid recall of addition and subtraction facts

- Recall addition and subtraction facts up to 20.
- Recall decimals that total 1 (e.g. 0.2 + 0.8) or (e.g. 6.2 + 3.8).
- Recall two-digit pairs that total 100 (e.g. 43 + 57).

Mental strategies

- Add and subtract mentally any pair of two-digit numbers.
- Use known number facts and place value to consolidate mental addition and subtraction (e.g. 470 + 380, 7.4 + 9.8, 9.2 − 8.6).
- Calculate mentally a difference such as 8006 − 2993.
- Know that an addition fact can be reinterpreted as a subtraction fact and vice versa.

Pencil and paper procedures for addition and subtraction

- Carry out column addition and subtraction of positive integers less than 10 000.
- Carry out column addition and subtraction of numbers involving decimals.

Understanding multiplication and division

- Understand and use division as the inverse of multiplication.
- Begin to express a quotient as a fraction or a decimal.
- Round up or down after division, depending on the context.

Rapid recall of multiplication and division facts

- Know by heart all multiplication facts up to 10 × 10 and derive quickly corresponding division facts.
- Derive quickly doubles of whole numbers 1 to 100, doubles of multiples of 10, e.g. 670 × 2, doubles of two-digit numbers, e.g. 3.8 × 2, 0.76 × 2.
- Recall square numbers, including squares of multiples of 10, e.g. 60 × 60.

Mental calculation strategies

- Use known facts, place value and a range of mental calculation strategies to multiply and divide mentally.

Pencil and paper procedures for multiplication and division

- Carry out multiplication of HTU × U and then numbers involving decimals.
- Carry out long multiplication of TU × TU.
- Carry out division of TU by U.

Fractions, decimals, percentages, ratio and proportion

- Recognise the equivalence between the decimal and fraction forms of one half, one quarter, three quarters, etc. and tenths and hundredths.
- Find simple fractions of numbers or quantities.
- Use decimal notations for tenths and hundredths.
- Relate fractions to division and to their decimal representations.

- Understanding percentage as the number of parts in every hundred and find simple percentages of small whole number quantities.
- Solve simple problems involving ratio and proportion.

Solving problems

Problems involving 'real life', money and measures

- Use all four operations to solve word problems involving numbers and quantities based on 'real life', money and measures (including time), explaining methods and reasoning.

Handling data

Data handling

- Solve a problem by extracting and interpreting information presented in tables, graphs and charts.

Measures, shape and space

Measures

- Suggest suitable units and measuring equipment to estimate or measure length, mass or capacity.
- Use, read and write standard metric units including their abbreviations and relationships between them, e.g. km, m, cm, mm, kg, g, l, ml.
- Measure and draw lines to the nearest millimetre.
- Use a protractor to measure and draw acute and obtuse angles to the nearest degree.
- Understand area measured in square centimetres (cm^2); understand and use the formula in words 'length x breadth' for area of a rectangle.
- Calculate the perimeter and area of simple compound shapes.

Shape and space

- Recognise line symmetry in 2-D shapes.
- Recognise where a shape will be after a reflection or a translation.
- Read and plot co-ordinates.

11 Pupil target setting and assessment

Teachers working in summer schools should set literacy or mathematics targets for pupils. Ideally, these should be set in conjunction with primary teachers and be available just before the pupils begin summer school. These targets may be appropriate for a whole class, or a group, but in some cases will need to be set for an individual pupil.

Teachers can use a range of evidence to establish pupils' strengths and weaknesses, such as:

- their Key Stage 2 test scripts;
- samples of work;
- profiles of pupils' work prepared by the Year 6 teacher;
- standardised test scripts and any pupil scores on sub-tests;

- individual or group targets to which the pupil has been working;
- for pupils speaking English as an additional language, details of the length of time they have been in school, the support they have received, their stage of English acquisition, and their literacy or mathematical skills in other languages.

The following actions should be taken to support target setting in summer schools:

- identify with staff what a teacher can do to help a pupil to focus on the aspects he or she needs to improve;
- support pupils in identifying targets, help them identify specific aspects where there is a need to improve;
- agree how to recognise when the targets have been achieved, e.g. in what ways the pupil's work will be different;
- agree a challenging but realistic deadline by which the target should be achieved;
- agree a brief plan of action with the pupil(s), e.g. a list of things for the pupil(s) to do – in class and independently in school or at home. The plan should be sensitive to pupils' needs and circumstances;
- record the targets and action plan for the teachers, the pupil, and his or her parents. This will help teachers to plan teaching objectives, and aid discussions with pupils, parents and teachers;
- monitor and review progress towards the targets (plan a formal time for this – at least at the start and finish of the summer school);
- keep parents informed of progress and encourage their support;
- recognise and reward achievement: small rewards count for a lot, e.g. a letter to parents, a merit award, a certificate, display of 'work of the week', stickers, small prizes, or a congratulatory chat with the teacher.

Teachers working in summer schools should aim to:

- set general targets applicable to all pupils in a given performance band, such as targets arising from specific learning objectives identified in the scheme of work for the whole group;
- review pupils' progress against their personal targets on a daily or weekly basis (some of these targets may be the same as others in the group and some may be different): this is particularly important if there are to be changes of staffing in the course of the summer school;
- maintain clear records of each pupil's targets and progress;
- make parents aware of the targets set, and help them to monitor and support their children through work done at home;
- improve pupils' motivation by including some quantifiable targets, e.g. reading three books by the end of the summer school and writing reviews on these; learning how to spell ten words with medial vowel phonemes; knowing the 7, 8 and 9 times tables by heart and using them; being able to add or subtract mentally any pair of two-digit numbers.

Pupils should be involved in setting the targets. This can have a powerful impact on motivation and help them to reflect upon their own learning.

Example of target setting for Andrew at a summer literacy school

The summer school coordinator visited the primary school several times during the summer term to talk to the Year 6 teachers about literacy targets for the pupils attending the summer school and to talk to the pupils themselves. The coordinator examined pupils' work and the Key Stage 2 test scripts, as well as reading the Year 6 teachers' comments about each pupil that they had prepared for the transfer documents.

Before the end of term, targets were negotiated for each pupil by the Year 6 teachers in co-operation with the summer school coordinator and the pupils. These were written on a 'Personal Targets Sheet', which the pupils brought with them to summer school and copied into their literacy diaries. The summer school coordinator had a master list of each pupil's targets, which she circulated to teachers and helpers before the summer school began.

Andrew had problems with his writing. He wrote mainly in simple sentences or long rambling compound sentences joined by the words **and** or **then**. His spelling was weak, particularly in words with long medial vowels.

His personal targets were:

I will try not to write long sentences joined by **and** *or* **then** *and use some other examples, which I have written in my diary.*

I will learn how to spell five words from my spelling investigation each day.

The summer school coordinator made sure that Andrew concentrated on spelling investigations associated with long vowel phonemes. She also ensured that Shared and Guided Writing sessions focused on writing complex sentences, giving pupils some model sentences to use as examples. The model sentences were written into pupils' diaries. The daily spelling investigation session, which the teacher introduced, included long vowel phonemes. Andrew and other pupils in his group were supported by a classroom assistant when working on the group investigations which followed the whole-class investigation. Andrew's parents were aware of his targets and helped him practise his spelling and writing at home.

Example of target setting for Nasreen at a summer numeracy school

This summer numeracy school organised the pupils into four groups of seven. While the rest of the group worked on multiplication facts, the teacher spoke individually to each child about his or her strengths and difficulties with mathematics, and why they wanted to attend the summer school.

With a prepared list of short questions on different topics to act as a checklist, the teacher aimed to negotiate targets. Each child was eventually given six targets, and presented with a typed version to include in their folder.

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Nasreen's list was as follows:

By the end of the two weeks I will:

1. Be able to do my times tables up to 10 × 10.
2. Be able to check that my answers look about right.
3. Be able to understand and use the appropriate mathematics words.
4. Know the number bonds to 20.
5. Be able to multiply a two-digit number by a one-digit number.
6. Subtract two two-digit numbers in my head.

The summer school had established in detail the teaching programme for the first week only, in order to respond more flexibly to their pupils' needs. At the end of each day staff met to discuss the next day's activities in the light of that day's progress. At the end of the summer school, teachers discussed with each pupil individually the progress they had made towards the identified targets. For each target, pupils were asked to indicate, on a scale of 1 to 10, how well they felt they thought the target had been achieved. Where opinions differed, further discussion ensued. Finally, teachers discussed strategies with pupils as to how they could continue to make progress, and how to ensure that knowledge gained during the summer school was retained.

Nasreen graded her progress against her six targets as follows:

8, 5, 10, 6, 9, 3

and wrote of the last of these, 'I still find that a bit hard'. In discussion with Nasreen the teacher was positive and supportive about her progress, and suggested strategies for continued progress at subtraction and number bonds.

12 Teaching strategies

Almost all pupils transferring from primary school to secondary school will have experience of the National Literacy and Numeracy Strategies. Staff involved in summer schools should include those familiar with the primary National Literacy and Numeracy Strategies and the English and mathematics strands of the Key Stage 3 National Strategy. The lessons in all the Strategies strike a careful balance between whole-class, group and independent work. The key objectives in this guidance should be central to the planning and teaching. Teachers should use these as teaching targets and assessment criteria. They should make these objectives clear to pupils so that they are aware of what they should be learning as this will enable them to contribute to the evaluation of their own progress.

Staff may find it especially helpful to visit primary schools to see the Literacy Hour or daily mathematics lesson in action, and perhaps to assist in teaching it.

Summer school teachers who have adopted the principles of a Literacy Hour or the daily mathematics lesson have found that:

- pupils quickly become accustomed to the routines and expectations;

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- pupils respond well to the clear and tight structure of the lesson, and the pace of activity;
- teachers are able, through direct teaching and demonstration, to make clear to pupils the key features of the lesson.

Teaching strategies for summer literacy schools

Teachers are advised to use the features recommended by the national strategies when teaching pupils in a summer school and also to make use of lessons from the six *Literacy Progress Units*, which form the basis of the Year 7 catch-up programme. The teaching units, which are on the Key Stage 3 Strategy website include lesson plans for ten days. However if schools decide to run a shorter summer school they may wish to select appropriate lessons from the ten lessons available.

The recommended strategies include:

- A starter;
- Shared Reading and Shared Writing;
- Guided Reading and Writing;
- pupils working independently in groups or as individuals;
- Word and Sentence Level work involving direct teaching of spelling, grammar and punctuation;
- plenary sessions to reinforce teaching points.

This involves a balance of whole-class direct teaching, which includes Shared Text Work and Sentence or Word Level Work. This may well be followed by group work when the teacher focuses on teaching a different group each day, in a guided session, and the rest of the class work independently as individuals, or in pairs or groups. The session ends with a plenary. National Curriculum Key Stage 2 tests showed that writing is much weaker than reading. Teachers may be justified in spending more time teaching Shared and Guided Writing, although the units of work will contain sessions covering both Shared Reading and Writing. The purpose and content of each element is described in more detail below.

The Starter lasts approximately ten minutes in a one hour whole class session. It is fast, focused and highly interactive in style. It is intended to get the lesson off to a flying start by focusing pupils' attention and getting them all involved. It also creates space for 'little and often' teaching and is ideal for spelling, vocabulary and some sentence work. It need not be directly linked to the main lesson.

Shared Reading using an extract from a common text, e.g. a 'big book' or enlarged text, is a whole-class activity. It should be used:

- to teach comprehension skills, e.g. making generalisations from the text; reading 'between the lines' to infer, speculate or draw conclusions; linking texts to personal experience; analysing and evaluating texts; discussing how authors use figurative language (images, metaphors, etc.) for effect; and learning how to refer to the text to support and justify conclusions;
- as a teaching model to structure and support children's writing.

Shared Writing should be used to teach composition skills collaboratively with a whole class, and should draw directly on work covered in Shared Reading by using known texts as: models for writing; starting points for extension work; subjects for comment and evaluation; sources for retrieval, summary, speculation and generalisation. Composition strategies should cover:

- the outline planning of texts, e.g. plotting a story; setting out and sequencing a report, explanation or argument;
- handling narrative and non-narrative texts;
- the use of formal and informal language;
- paragraphing and other organisational and layout devices;
- sentence construction (subordination and coordination);
- punctuation, particularly speech punctuation and the use of commas.

Shared Writing should also be used as a context for teaching sentence level objectives, applying spelling strategies, conventions and rules, and developing proof-reading skills.

Guided Reading with groups should focus on developing pupils' skills to read independently with understanding. Working in ability groups of four to six, pupils should have individual copies of the same text, which should be carefully selected to match the needs of the group.

Guided Reading sessions have a similar format:

- The teacher introduces the text, and sets the purpose for reading, e.g. reminding pupils of strategies and cues which will be useful, or asking them to gather particular information.
- Pupils read independently, problem-solving their way through the text. More fluent readers will read silently. The teacher is available to offer help when it is needed and then guides the pupils to appropriate cues, e.g. use of syntax, picture cues, initial letter.
- The teacher discusses the text with the pupils, drawing attention to successful strategies and focusing on comprehension, referring back to the initial focus.

It is recognised that some teachers in summer schools will not be familiar with the strategies used in Guided Reading and may not have suitable texts which offer an appropriate level of challenge to the group. The information from the primary schools will be essential when allocating pupils to groups according to their abilities. In previous summer schools, some teachers took the extract used during the Shared Reading with the whole class, and explored it in more detail with a small group of pupils to consolidate understanding. As pupils had already read the text, along with the teacher in the shared session, this did not fulfil the criteria for *Guided Reading* listed above. However, this form of teacher-supported reading can also be helpful for some pupils in a summer school if appropriate texts are not available, or if certain pupils need to revisit the shared text. With more fluent readers, the teacher should focus on extending the pupils' abilities to understand what they are reading. They should be taught to read between the lines, to deduce and to support their deductions with evidence from the text.

Guided Writing with groups should focus on reviewing and revising pupils' independent writing. During group teaching, teachers will be justified in giving more emphasis to Guided Writing than Guided Reading to maximise opportunities for feedback, reflection on and evaluation of the composition strategies taught through Shared Writing. Regular sessions should be planned to work with groups on writing in progress, giving attention to clarity, fitness for audience and purpose, complex sentence structure, precision and consistency, agreement in use of tenses and person, and to proof-reading and editing for correctness. Three sequences for teaching Guided Writing are described in the National Literacy Strategy flyer 4, *Writing in the Literacy Hour*.

Direct teaching of spelling, grammar and punctuation will take place as a whole-class activity in Shared Reading and Writing (during Sentence Level work) and as a group activity in Guided Writing. Many of the difficulties pupils encounter in writing are the result of an inadequate grasp of Word and Sentence Level skills and strategies. Many of these objectives (e.g. the teaching of spelling rules and conventions) can be handled quickly, efficiently and enjoyably with pupils in an interactive whole-class setting. Pupils should be actively involved through making and sorting collections of words, expressions, spelling patterns, etc, and explaining rules and conventions that govern the patterns.

Use activities like re-ordering sentences, constructing and joining sentences or their parts, substituting alternative words with the same grammatical functions (e.g. changing or strengthening verbs, deleting and adding pronouns, inserting adjectives) and examining the impact on clarity and meaning.

When teaching the above elements teachers should be employing these strategies:

- **directing** – to ensure pupils know what they should be doing, to draw attention to key points, to develop key strategies in reading and writing;
- **demonstrating** – to teach pupils how to read punctuation using a shared text, how to use a dictionary;
- **modelling** – to provide writing frames for shared composition of non-fiction texts;
- **explaining** – to provide reasons in relation to the events in a story, to recognise the need for grammatical agreement when proof-reading and the way that different kinds of writing are used to serve different purposes;
- **questioning** – to probe pupils' understanding, to cause them to reflect and refine their work and to extend their ideas;
- **initiating and guiding exploration** – to explore relationships between grammar, meaning and spelling with pupils;
- **investigating ideas** – to understand, expand on and generalise about themes and structures in fiction and non-fiction;
- **discussing and arguing** – to put points of view, argue a case, justify a preference;
- **listening to and responding** – to stimulate and extend pupils' contributions, to discuss and evaluate their presentations.

Teaching strategies for summer numeracy schools

Teachers working in summer numeracy schools will spend a high proportion of their time in direct teaching, providing lessons that are oral, interactive and lively.

Consolidating mental calculation (both oral and written)

A 10-minute oral and mental starter at the beginning of a daily one-hour session can be used to practise recall and application of number facts. Oral and mental starters should be pacey, interactive and focused. They should get sessions off to a good start, getting all pupils actively involved. In some sessions teachers should set aside a substantial part of the time to teach and practise mental strategies.

Ensuring that pupils understand and use mathematical vocabulary

Teachers should make sure pupils have a good grasp of mathematical vocabulary. Pupils should understand key mathematical terms and notation and use them correctly in both oral and written work. The vocabulary in the National Numeracy Strategy booklet *Mathematical Vocabulary* will be helpful.

Giving pupils practice in interpreting questions

Teachers should focus on both the mathematical vocabulary and the language typically used in mathematics questions and check that pupils can read key words. Pupils need to be taught how to tackle word problems set in context and to recognise which arithmetical operations are required to be performed in the calculation. They should be able to decide whether they need a calculator, or whether it is quicker to do the calculation in their heads or use written methods.

Using errors from previous work as key teaching points

This is key in assessing what pupils know, and planning subsequent work to move learning forward to raise standards. Teachers on summer schools could discuss common errors with children.

At the end of each session, deal with any common misconceptions, emphasise the main learning points and assess pupils' progress. Work with pupils to sort out misconceptions, identify progress, summarise the key facts and ideas, and clarify what is to be remembered. Discuss the next steps and set work to do at home.

In all work, teachers should aim to draw on a range of teaching strategies:

- **directing and telling:** sharing your teaching objectives with the class, ensuring that pupils know what to do, and drawing attention to points over which they should take particular care …
- **demonstrating and modelling:** giving clear, well-structured demonstrations: for example, modelling mathematics using appropriate resources and visual displays …
- **explaining and illustrating:** giving accurate, well-paced explanations, and referring to previous work or methods: for example, explaining a method

of calculation and discussing why it works, giving the meaning of a mathematical term …

- **questioning and discussing:** questioning in ways which match the direction and pace of the session to ensure that all pupils take part; using open and closed questions, skilfully framed, adjusted and targeted to make sure that pupils of all abilities are involved and contribute to discussions; asking for explanations; giving time for pupils to think before inviting an answer; listening carefully to pupils' responses and responding constructively in order to take forward their learning; challenging their assumptions and making them think …
- **exploring and investigating:** asking pupils to pose problems or suggest a line of enquiry, to investigate whether particular cases can be generalised …
- **consolidating and embedding:** providing varied opportunities to practice and develop newly learned skills, through a variety of activities in class and well-focused homework; asking pupils either with a partner or as a group to reflect on and talk through a process; inviting them to expand their ideas and reasoning, or to compare and then refine their methods and ways of recording their work …
- **reflecting and evaluating:** identifying pupils' errors, using them as positive teaching points by talking about them and any misconceptions that led to them; discussing pupils' justifications of the methods or resources they have chosen …
- **summarising and reminding:** reviewing during and towards the end of a session the mathematics that has been taught and what pupils have learned; identifying and correcting misunderstandings; inviting pupils to present their work and picking out key points and ideas …

13 The structure of summer school sessions

Sessions for summer literacy schools

Schools are free to organise the structure of summer literacy schools to suit the needs of the targeted pupils. Some examples might be:

- a ten day summer literacy school which uses the teaching units on the Key Stage 3 website;
- a five day summer literacy school which exclusively targets level 3 writers who are mainly boys and draws on the literacy teaching units focusing on a limited number of key objectives on writing;
- a ten day joint literacy and numeracy summer school with alternating half days on literacy and numeracy making use of appropriate elements of the Support materials for Summer numeracy and literacy schools.

Whatever the organisation of the summer literacy school, it is important that the following elements are included:

- a balance between whole class, group and individual work;
- opportunities for teachers to work with pupils intensively (e.g. guided sessions);
- a strong element of lively, interactive, direct teaching;
- a plenary which involves all the pupils in considering what they have learned.

Teachers are encouraged to make use of existing materials such as the *Literacy Progress Units* for summer schools which are on the Key Stage 3 Strategy website and an appropriate *Literacy Progress Unit* from the six made available to secondary schools.

Sessions for summer numeracy schools

Schools can organise the structure of summer numeracy schools to suit the needs of the targeted pupils. Some examples might be:

- a conventional ten day summer numeracy school, using the existing *Support materials for Summer numeracy schools*, available on the Key Stage 3 Strategy website (www.standards.dfes.gov.uk/keystage3/publications) and from DfES Publications (see page 40);
- a five day summer numeracy school with a small group of pupils who attained level 3 at the end of Key Stage 2, targeting mental calculation strategies and solving numerical problems;
- a ten day joint numeracy and literacy summer school with alternating half days of numeracy and literacy making use of appropriate elements of the Support materials for Summer numeracy and literacy schools.

Whatever the organisation of the summer numeracy school, it is important that the following elements are included:

- a clear focus on a limited number of key objectives;
- opportunities for teachers to work with pupils intensively;
- a strong emphasis on lively, interactive, direct teaching;
- a plenary which involves all pupils in considering what they have learned.

For conventional ten day summer schools, the following structure for organising each day could be adopted.

Session 1 (8.30-9.00)

Focus: Introduction to the day

Arrival with drinks

Playing traditional mathematical games such as dominoes, snakes and ladders, ludo, draughts, cards.

Registration

Introduction to the day:

- review of pupils' achievements on previous day;
- pupils reflect on what they learned and record in diary;
- teacher outlines key elements of the day and what pupils will be taught, e.g. objectives.

Session 2 (9.00-9.30)

Focus: Teaching mental calculation strategies

Whole class:

- counting on and back (e.g. from 3 in steps of 5);
- mental calculation strategies;
- recall of facts;
- building new facts from old;

- multiplication and division by 10, 100, 1000;
- place value and ordering;
- estimating, rounding and approximating.

Session 3 (9.30-10.15)

Focus: Rehearsing number facts using games and activities

Independent paired, small group or individual work:

During this session teachers should give focused help to individual pupils or small groups to help them catch up.

Start with class demonstration of activity and repeat change of activity. Examples could be:

- table-top board games with dice;
- card games, e.g. the 24-game;
- number puzzles or investigations;
- Integrated Learning Systems (ILS) work on calculations;
- computer-based investigations or puzzles;
- worksheet activities.

Morning break (10.15-10.45)

Session 4 (10.45-11.45)

Focus: Key objectives

Three-part lesson with whole class. The lesson will have:

- an introductory session;
- a main teaching activity with group work where appropriate;
- a plenary session.

The teaching plan will be based on key objectives.

12-15 lessons will be provided on five or six topics.

Session 5 (11.45-12.30)

Focus: Rehearsing number facts using games and activities

The session is similar in structure to Session 3. Different activities to Session 3 should be provided.

Independent paired, small group or individual work.

During this session teachers should give focused help to individual pupils or small groups to help them catch up.

Start with class demonstration of activity and repeat at change of activity.

Examples could be:

- ILS work on calculations;
- computer-based investigations or puzzles;
- table-top board games with dice;
- card games;
- number puzzles or investigations;
- worksheet activities.

Lunch (12.30-1.30)

Session 6 (1.30-2.00)

Focus: Keeping sharp mental strategies and facts

Mental and oral starter session

Whole class

This session will build on Session 2 from the morning, giving pupils opportunities to remember and use facts from previous teaching. There should be at least three activities, one of which should aim to help pupils visualise shapes, patterns and movements.

Session 7 (2.00-3.30)

Focus: Informal mathematical activities

Over the summer school the planned activities could include:

- ICT using the computer suite;
- outdoor and indoor co-operative games using the gym or the field, e.g. sports activities involving timing and measuring;
- model-making session with measuring and construction;
- cookery;
- TV educational broadcasts (mathematics programmes);
- mathematics trails;
- data handling;
- visits to places of interest focusing on mathematics in the environment or the work place, e.g. supermarket, bank;
- outside speakers.

Teachers could operate this $1\frac{1}{2}$ hour session as two or more shorter carousel sessions.

Joint Literacy and Numeracy summer schools

If a school wishes to run a joint literacy and numeracy summer school they can do so. However, it is recommended that the school runs alternate half-day English and mathematics sessions with each subject sharing morning and afternoon sessions. The pupils would then take part in two very focused direct teaching sessions, involving whole-class and small group work, which should give them a taster of what to expect in Year 7.

The content of an English session in a joint summer school might include:

- the whole class session (1 hour);
- the first lesson from the selected Literacy Progress Unit (20 minutes);
- a guided group session (20 minutes);
- break (15 minutes);
- the second lesson from the selected Literacy Progress Unit (20 minutes);
- mentoring and personal review time (20 minutes);
- plenary for the session (10 minutes).

As standards in writing in the majority of schools are lower than standards in reading many schools would be well advised to choose lessons from the Literacy Progress Units which focus on writing.

Teachers should note that pupils will need 18 twenty-minute sessions in order to cover a Literacy Progress Unit.

The content of a mathematics session in a joint summer school should include:

- introduction to the session (5 minutes);
- teaching mental calculation strategies (30 minutes);
- a three-part lesson with whole class (1 hour);
- break (15 minutes);
- rehearsing number facts using games and activities to include focused help for individual pupils sharp (40 minutes);
- keeping sharp mental strategies to include opportunities to remember and use facts from previous teaching (15 minutes).

The support materials in the *Guidance for Summer Numeracy Schools* provide ideas and resources to support these sessions. Each set of materials is sufficient for a conventional ten-day summer numeracy school. You will need to select material for the half-day mathematics sessions carefully to ensure an appropriate balance of coverage of the objectives.

14 Working with parents

Initial contacts

Experience suggests that schools will get best results from sending a personal invitation to parents inviting them to attend a meeting supported by the primary schools. In previous years some schools have included parents in these discussions as part of 'new parents and pupils' evenings at the secondary school. Many summer schools produce user-friendly information for parents and pupils. Some schools also brought in home-school liaison workers, community education staff and youth workers to help explain the purpose of the summer school to parents and pupils.

Once parents are committed, summer school coordinators may find it useful to set up a 'Summer School Contract' with parents. These signed contracts can explain the aims and objectives, outline mutual responsibilities and create an opportunity for a family commitment to monitoring homework and progress. They also enable summer school coordinators to gather relevant medical details, get permission for visits, etc, at the same time.

Participation during the summer school

In previous years, summer schools found that most parents were very pleased about the extra chance being offered to their children and keen to help in any way they could. Summer schools should make parents aware of target setting and monitoring and the importance of sharing English or mathematics work at home with their child. Using tried and tested techniques from primary schools, teachers can prepare, in advance, short advice booklets for parents, carers and family members on how to support children with their literacy or mathematics work. Most importantly, by providing this practical support on a daily basis during the summer, parents will be better prepared to help their child in their new school.

Once the summer schools are up and running, many parents will support the incentives and rewards which schools can build in as part of the whole experience. In previous years some schools enlisted parents to help on-site during the summer schools. Parents frequently helped with sports, cultural or social activities, and provided extra help, when it was needed, with visits. However all summer school organisers should note that anyone expected to help directly with literacy or mathematics work needs to have some specific training for the role.

15 Rewards and sponsorship

Incentives and rewards

In previous years, summer schools have generally been very successful at devising and using incentives and rewards. These can promote regular attendance, progressive achievements and completion of homework, and be used as prizes in celebrations at the end of the summer school. Each school devised a different system of rewards, designed to help pupils to identify with the school. Certificates, stickers, prizes, trips, activities and celebrations were used to mark individual and collective achievements, often supplemented through local or national sponsorship.

Partnership with local business and community organisations

Partnerships with local businesses and other community organisations add value to summer schools, initiating and building links outside the school. They also help to demonstrate to pupils the importance that the wider world of work and the community attaches to good literacy and numeracy skills.

Most summer schools found willing partners. These included local businesses and local branches of national enterprises like banks, building societies, fast food chains and supermarkets. Members of the local community were very happy to offer help in cash or kind for prizes and rewards, or to sponsor aspects of the summer schools. Several national companies also gave their support.

16 Monitoring and assessment

Testing of pupils

All summer schools should consider setting up some form of diagnostic assessment of pupils' literacy or mathematics skills immediately before the summer school begins, drawing on information provided from Year 6. In previous years, many summer schools set tests at the beginning and end of the summer school. These frequently used parts of National Curriculum Key Stage 2 testing procedures for English or mathematics. However, the HMI and regional directors' evaluations pointed out that it is important to concentrate on teaching during the summer school and not waste valuable teaching time administering tests.

Visits to summer schools

It is hoped that staff from the LEA's inspection and advisory service will undertake monitoring visits to each of their summer schools and that these visits will review:

- staff preparation and planning;
- organisation of the summer school;
- the quality of the teaching programme;
- links with the Year 7 catch-up programme.

It is also hoped that LEAs will continue to monitor the progress of the pupils who attended the summer school throughout the linked Year 7 catch-up programme across the following school year.

Regional directors from the Key Stage 3 Strategy will visit a sample of summer schools in each region.

17 Summer schools – how primary schools can help

To be effective, it is essential that summer schools build on pupils' achievement in Year 6. Your help, therefore, is a key element in successful planning of summer schools.

Identifying target pupils

As primary heads and Year 6 teachers, you know the pupils most likely to benefit from a summer school, in terms of supporting progression in their learning.

Within the target group of Year 6 pupils who have reached level 3 in the Key Stage 2 national tests you might want to identify:

- pupils who are likely to be reliable attendees, be well motivated and respond positively to the opportunity to attend a summer school;
- pupils who are unreliable school attenders but might respond to the privilege of selection for a summer school;
- pupils who respond well to challenges and immediate goals;
- quiet pupils who may flourish in smaller groups;
- pupils who are boisterous and who might be helped by opportunities for quiet concentration in smaller groups;
- pupils for whom English is an additional language (EAL pupils), where performance could be boosted by increased opportunities to practise English and mathematics in smaller groups in a supportive atmosphere;
- disadvantaged pupils for whom some additional help will make a real difference.

Setting targets for improvement

Pupils will make more effective progress in summer schools if the summer school teacher has a clear expectation of what pupils can and ought to achieve. The information you can provide on pupils' strengths and weaknesses will be invaluable. This could include:

- pupils' Key Stage 2 test scripts;
- samples of work;
- individual or group targets to which the pupil has been working;
- information on EAL pupils, such as the length of time they have been in school, the support they have received, their stage of English acquisition, their literacy skills in other languages, their attainment in mathematics in their country of origin.

Setting targets can have a powerful impact on motivation and help pupils reflect on their own learning. They can be involved in setting their own targets by:

- using self-assessment review sheets;
- helping them to identify specific aspects where there is a need to improve;
- agreeing a plan of action including a realistic deadline.

Developing curriculum links with secondary schools

The links we establish between primary and secondary schools are extremely important. We hope that we can plan together:

- opportunities for secondary teachers to visit primary lessons to meet Year 6 pupils and their teachers;
- ways of making curriculum links in Years 6 and 7 focusing possibly on transition units.

18 Bibliography

These documents give further information on the topics described.

DfES

The National Literacy Strategy, *Framework for teaching* (DfEE, March 1998) NLFT

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The National Numeracy Strategy, *Mathematical Vocabulary* (DfEE, March 1999) NNSMV

National Foundation for Education Research, *The Evaluation of the 1998 Summer Schools Programme, Summary Report* (DfEE, December 1998) NFERSSP

A little reading goes a long way: Helping with your children's reading (DfEE, September 1998)

Learning to read and write at home and at school (DfEE/Basic Skills Agency, December 1998) LRWHS

Learning about mathematics at home and at school (DfEE/Basic Skills Agency, November 1999) LAMHSH

Key Stage 3 National Strategy *Framework for teaching English: Years, 7, 8 and 9.* (DfEE April 2001) Ref. DfEE 0019/2001

Key Stage 3 National Strategy *Framework for teaching mathematics: Years, 7, 8 and 9.* (DfEE April 2001) Ref. DfEE 0020/2001

Literacy progress Unit: *Writing organisation* (DfEE June 2001) Ref. DfEE 0473/2001

Literacy progress Unit: *Information retrieval* (DfEE June 2001) Ref. DfEE 0474/2001

Literacy progress Unit: *Spelling* (DfEE June 2001) Ref. DfEE 0475/2001

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Literacy progress Unit: *Sentences* (DfEE June 2001) Ref. DfEE 0478/2001

Springboard 7: A mathematics catch-up programme for pupils entering Year 7 (DfEE June 2001) Ref. DfEE 0049/2001

The publications above are available from:
DfES Publications
PO Box 5050
Annesley
Nottingham
NG15 0DJ

Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60

E-Mail: dfes@prolog.uk.com

Centre for School Standards

The National Literacy Strategy, *Literacy Training Pack* (DfEE, May 1998)

The National Numeracy Strategy, *Professional Development Materials 1 and 2* (DfEE, May 1999)

The National Numeracy Strategy, *Professional Development Materials 3 and 4* (DfEE, December 1999)

The publications above are available from:
Publications
Centre for School Standards
60 Queens Road
Reading
RG1 4BS

Tel: 0118 902 1062/1063
Fax: 0118 902 1434

E-Mail: l&n@cfbt-hq.co.uk

QCA

The National Numeracy Strategy: *Teaching Mental Calculation Strategies* (QCA 1999) QCA/99/380

The National Numeracy Strategy: *Standards in Mathematics: Exemplification of Key Learning Objectives from Reception to Year 6* (QCA 1999) QCA/99/364

The National Numeracy Strategy: *Teaching Written Calculation* (QCA 1999) QCA/99/486

The publications above are available from:
QCA Publications
PO Box 99
Sudbury
Suffolk
CO10 6SN

Tel: 01787 884444
Fax: 01787 312950

E-Mail: QCA@prolog.uk.com

OFSTED

The Key Stage 3 Strategy: evaluation of the first year of the pilot (OFSTED, February 2002)

The publications above are available from:
OFSTED Publication Centre
PO Box 6927
London E3 3NZ

Tel: 07002 637 833
Fax: 07002 693 274

E-Mail: freepublications@ofsted.gov.uk
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Basic Skills Agency

What Works in Secondary Schools? (Basic Skills Agency, 1998)

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The publications above are available from:
Basic Skills Agency
PO Box 270
Wetherby
West Yorkshire LS23 7BJ

Tel: 0870 600 2400
Fax: 0870 600 2401

E-Mail: basicskills@210.press.net

Other

Extending Literacy: Children Reading and Writing non-fiction, David Wray and Maureen Lewis, (1997)

The Effective use of Reading, Lunzer and Gardner, (1979)

Websites

The Standards Site, DfES: **www.standards.dfes.gov.uk**

Key Stage 3: **www.standards.dfes.gov.uk/keystage3**

The National Literacy Trust: **www.literacytrust.org.uk**

Contents

Introduction 4

1 Language and comedy 9
Texts: *The Hundred-Mile-An-Hour Dog*; *The Hodgeheg*; *A Wedding Surprise*; *Sniff, Miss Morris and a Bit of Cuckoo Spit*

2 Newspaper article 22
Text: *Mauled*

3 Descriptive narrative 28
Text: *Skellig*

4 Journeys 36
Texts: *The Snow Door*; *Exit to Iceland*; *To the Edge of the World*; *Through That Door*

5 Descriptive writing 50
Text: *'Dracula'*

6 Narrative writing 60

7 Letter of complaint 68

8 Writing information text 73
Text: *The Bermuda Triangle*

9 Writing instructions 83

10 Persuasive writing 89

Acknowledgements 94

Introduction

The ten teaching units which follow are based on units of work which were written by a group of teachers and advisers for summer literacy schools in 2000. These units have been re-written to address selected key objectives from Year 7 in the Key Stage 3 Framework for English which are important in enabling Level 3 pupils to gain Level 4. These objectives are set out in this introduction and in Section 10 of *Making Links: guidance for summer schools* which should be read in conjunction with this guidance. The units provide ten days (50 hours) of literacy teaching and repeat the selected key objectives frequently to secure and consolidate learning. Summer school co-ordinators may wish to draw on these units as they provide a balanced scheme of work for a summer school covering 50 hours. They incorporate whole-class teaching as well as small group work covering one Literacy Progress Unit across the ten days. Each day follows the structure suggested below but the order of the sessions is sometimes altered to suit the objectives.

From 2002 schools can run summer literacy schols which are shorter than ten days and, if they prefer this option, they may wish to select appropriate sessins from these units to suit the needs of their pupils focusing on a limited number of key objectives.

Session 1

Focus: whole class session (60 mins)

This will include Shared Reading and Writing, Sentence Level and Word Level Work, guided sessions and a plenary.

Session 2

Focus: Reading (20 mins)

Either independent, group, supported or guided reading. This will include 20 minutes independent reading time or 20 minutes group or pair reading with a classroom assistant or volunteer. Teachers will be free to deliver a guided reading session to a group other than the one involved in the guided session in the Literacy Hour.

Break (15-20 mins)

Session 3

Focus: Literacy Progress Unit (20 mins)

The first daily lesson from the selected Literacy Progress Unit will be taught to pupils who are in groups of no more than six. The co-ordinator will choose the unit most relevant to the pupils' needs based on the information from the primary schools. (See paragraph on Literacy Progress Units below.)

Session 4

Speaking and listening (30 mins)

Hot-seating activities can be used to explore the motivation of characters from Shared Reading sessions. Debates may be arranged. Enjoyable activities can be organised which focus on group discussion or drama. Occasionally, visitors from the community may be asked to lead discussions or give performances. Story-tellers may be used to develop pupils' listening skills and encourage discussion.

Session 5

Focus: Spelling (20 mins)

Lunch

Session 6

Focus: Literacy Progress Unit (20 mins)

The second 20 minute lesson from the selected Literacy Progress Unit should be taught to the same groups of pupils as in the morning session.

Session 7

Focus: Writing (60 mins)

Even if Shared Writing has been the focus of the Literacy Hour the teacher should still take 15 minutes to teach or model one of the writing objectives. This may be the same objective covered in the morning but appearing in a different context, or another objective. Pupils can then work independently on an extended writing task or they may sometimes work in pairs, as response partners, e.g. writing articles or reports for the summer school magazine, using ICT facilities to edit work. The teacher may be able to take a group for Guided Writing. Occasionally, visiting writers may lead a session on writing narrative or writing non-fiction.

Session 8

Focus: Mentoring and personal review time (40 mins)

Pupils complete their literacy diaries and/or work on activities to help with personal reading and writing targets. Classroom assistants and volunteers can help with these activities. Teachers may spend 10-13 minutes with individual pupils reviewing targets and mentoring. (Three pupils per teacher means six pupils can be mentored each day and 30 during a week so each pupil can have at least two review sessions with a teacher during the life of the summer school plus extra sessions with teaching assistants or volunteers.)

Session 9

Focus: Plenary for the day (15-30 mins)

Teachers reinforce main teaching points. Pupils talk about work they have done. Pupils who have worked hard and made good progress are rewarded. Tasks for homework are explained. Parents who may wish to help with homework can be encouraged to attend this session, as it will give them an overview of the day's work.

Co-ordinators who wish to write their own schemes of work for summer schools should follow the criteria set out in *Making Links: guidance for summer schools* and they should have a written scheme of work which addresses selected key objectives from Year 7 in the KS3 *Framework for teaching English: Years 7, 8 and 9.* The scheme of work should offer a balance of direct whole-class teaching and small group work.

Literacy Progress Units

Pupils who enter Year 7 on Level 3 need additional support if they are to develop the literacy skills that can unlock learning and enable them to reach Level 5 at the end of Key Stage 3. Literacy Progress Units have been developed to offer such support.

What so many of the pupils still on Level 3 need is tangible progress that will build their belief in themselves as successful learners. Experience with the Additional Literacy Support (ALS) in primary schools has shown that such progress is possible using well-structured, fast-paced and carefully-targeted intervention. The Literacy Progress Units reflect the principles and practice of ALS which has proved so successful with Years 3 and 4, but which was not available to the current 2000/01 Year 7 cohort when they were in primary school. By covering one Literacy Progress Unit across a ten-session summer school pupils will have the advantage of beginning a unit early. In the literacy summer school teaching units, in this document, the strategy of small groups of pupils being taught in short 20-minute lessons 'little and often' is combined with the whole-class direct teaching sessions. The sessions include opportunities for extended writing, speaking and listening, and personal mentoring and review in order to achieve a balance across the teaching day.

The six Literacy Progress Units and the main areas they cover are:

1 **Writing organisation**: organising and shaping writing effectively at Word, Sentence and Text Level;

2 **Information retrieval:** extracting and evaluating information from a range of non-literary sources;

3 **Spelling**: spelling accurately, as a result of knowing the conventions and having strategies for improving spelling;

4 **Reading between the lines**: using inference and deduction in interpreting literary texts;

5 **Phonics**: applying knowledge of phonics in their own writing;

6 **Sentences:** having a repertoire of sentence structures and using them effectively.

Literacy key objectives

Year 7

Word level

Spelling

Pupils should revise, consolidate and secure:

1. **correct vowel choices, including: vowels with common alternative spellings, e.g. ay, ai, a-e; unstressed vowels; the influence of vowels on other letters, e.g. *doubling consonants, softening c*;**

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

8. **recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;**

Vocabulary

To continue developing their vocabulary, pupils should be able to:

14. **define and deploy words with precision, including their exact implication in context;**

Sentence level

Sentence construction and punctuation

Pupils should be taught to:

1. **extend their use and control of complex sentences by:**
   - a) recognising and using subordinate clauses;
   - b) exploring the functions of subordinate clauses, e.g. *relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch'*;
   - c) deploying subordinate clauses in a variety of positions within the sentence;

Paragraphing and cohesion

8. **recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. *when there is a shift of topic, viewpoint or time*;**

Stylistic conventions of non-fiction

13. **revise the basic stylistic conventions of the main types of non-fiction:**
   - a) *Information text*, which maintains the use of the present tense and the third person; organizes and links information clearly; incorporates examples;
   - b) *Recount*, which maintains the use of past tense, clear chronology and temporal connectives;
   - c) *Explanation*, which maintains the use of the present tense and impersonal voice, and links points clearly;
   - d) *Instructions*, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance;
   - e) *Persuasion*, which emphasises key points, and articulates logical links in the argument;
   - f) *Discursive writing*, which signposts the organisation of contrasting points and clarifies the viewpoint;

Standard English and language variation

15. **vary the formality of language in speech and writing to suit different circumstances;**

Text level – Reading

Research and study skills

Pupils should be taught to:

2. use appropriate reading strategies to extract particular information, e.g. *highlighting, scanning;*

Reading for meaning

8. infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;

Understanding the author's craft

12. comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure;

Study of literary texts

17. read a range of recent fiction texts independently as the basis for developing critical reflection and personal response, e.g. *sharing views, keeping a reading journal;*

Text level – Writing

Plan, draft and present

Pupils should be taught to:

1. plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;

Write to imagine, explore, entertain

5. structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution;

Write to inform, explain, describe

10. organise texts in ways appropriate to their content, e.g. *by chronology, priority, comparison*, and signpost this clearly to the reader;

Write to persuade, argue, advise

15. express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration, exaggeration, repetition, use of rhetorical questions;*

Write to analyse, review, comment

19. write reflectively about a text, taking account of the needs of others who might read it.

Speaking and Listening

Speaking

Pupils should be taught to:

1. use talk as a tool for clarifying ideas, e.g. *by articulating problems or asking pertinent questions.*

Listening

6. listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed;

Group discussion & interaction

10. identify and report the main points emerging from discussion, e.g. *to agree a course of action including responsibilities and deadlines;*

Drama

15. develop drama techniques to explore in role a variety of situations and texts or respond to stimuli;

Unit 1: Language and comedy

Text: 'The Hundred-Mile-An-Hour Dog' by Jeremy Strong

Learning objectives for the unit

WL14	To define and deploy words with precision, including their exact implication in context.
SL1a)	To extend their use and control of complex sentences by recognizing and using subordinate clauses.
TL5 **Writing**	To structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution.
TL8 **Reading**	To infer and deduce meanings using evidence from the text, identifying where and how meanings are implied.

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Reading or Writing **(15 mins)**

Read through the text (OHT Comedy 1a and 1b) and discuss the overall effect of the language.
What makes it amusing? Focus on key words which exaggerate ('Streaker', 'Ferrari', 'out-accelerate a torpedo', 'mini-meteorite').
How do words like 'hurtle' and 'crashed' contribute to the overall effect?
How does the author set the scene? Look at the first 2 paragraphs.
How does this section raise our expectations of the story?
What might be going through Mum's mind as she suggests to Trevor he might walk the dog?
What might she be thinking as she gives 'a strange squeak' when Trevor says he'll do it? What clues have you used to work out what she's thinking?

2 Whole-class Sentence Level **(15 mins)**

Focus on the following sentences from the passage: *'I was so astonished I never twigged that what my mother was actually suggesting was MAJOR BRIBERY.'* and *'We both crashed to the floor, where she sat on my chest looking very pleased with herself.'* (Comedy OHT 2)
After considering what makes the sentences humorous, teach pupils how to identify the main clauses and subordinate clauses.
Ask pupils to re-order the sentences and consider the effect.

3 (20 mins)

Independent reading or writing
Pupils should read the three extracts on Pupil Sheets Comedy 2, 3, and 4, then write a paragraph explaining how the humour works in each extract and put them in rank order.
Teacher-supported guided reading or writing
The teacher may work with one group focusing on the structure of the paragraph and the use of a variety of sentence structures.

4 Whole-class plenary session (10 mins)

Share conclusions about how written comedy works, (word play, exaggeration, raising readers' expectations). The Guided Writing group share what they have learned about different sentence structures for effect. Independent groups share their conclusions about how the comedy in the extracts works, making connections with Shared Text work.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

20 mins

Session 3 Focus: Literacy Progress Unit

Teach the next lesson from the selected Literacy Progress Unit to small groups of pupils.

30 mins

Session 4 Focus: Speaking and Listening

Working in pairs, pupils arrange the jokes from Comedy Pupil Sheet 5 in order of how amusing they find them. They take turns to explain to one another how each joke works. The teacher selects some pupils to feedback explanations in a ten minute feedback at the end of this session.

20 mins

Session 5 Focus: Spelling

Either: To revise, consolidate and secure correct vowel choices including vowels with the alternative common spellings ai, a-e, ay. The teacher may find Session 5.3 in the Literacy Progress Unit on Phonics helpful in this session.

Or: If pupils do not have a problem with vowel choices they can work on their own personal spelling logs and devise strategies for remembering spelling they have difficulty with.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to small groups of pupils.

60 mins

Session 7 Focus: Writing

As a shared session, identify characters in 'One Hundred-Mile-An-Hour Dog' extract (OHT Comedy 1a and 1b). Using the story plan structure sheet, OHT Comedy 4, discuss possible ideas as endings to the story. Some ideas work better than others, why is that? (They may be original, interesting, move the story forward, conclude well, etc.) Focus on the importance of closure.

Independent Writing – during Session 7
Pupils plan their own ending for the 'One Hundred-Mile-An-Hour Dog' and begin to write it. (Task can be completed for homework if necessary.)

Guided and Supported Writing – during Session 7
One group is supported by the teacher for 20 minutes while the rest work independently. Focus of teacher's support should be on using pupils' plans to ensure good structure and on improving the content of the last paragraph to make a satisfying ending.

40 mins

Session 8 Focus: Mentoring and personal review time

Complete literacy diaries and work on personal reading and writing targets. Teachers review targets with individual pupils.

15-30 mins

Session 9 Focus: Plenary

What have we learned today about:

- how characters are presented through:
  - dialogue, action and description?
  - examining their relationships with other characters?
- how language can be manipulated to affect meaning?
- how stories are structured?
- the difference between main and subordinate clauses in a sentence?

The Hundred-Mile-An-Hour Dog

by Jeremy Strong

Streaker is a mixed-up kind of dog. You can see from her thin body and powerful legs that she's got a lot of greyhound blood in her, along with quite a bit of Ferrari and a large chunk of whirlwind.

Nobody in our family likes walking her and this is hardly surprising. Streaker can out-accelerate a torpedo. She can do 0 to 100 mph in the blink of an eye. She's usually vanished over the far horizon long before you have time to yell – "Streaker!"

Dad refuses to walk her, point-blank. "I've got backache," is his usual excuse, though how this stops him from walking I really haven't a clue.

I tried something similar once myself. "I've got front-ache," I said. Mum gave me a chilly glare and handed me the dog-lead. She'll do anything to get out of walking Streaker too, and that is how the whole thing started. I ended up having the craziest Easter holiday you can imagine.

"Trevor ..." said Mum one morning at the beginning of the holiday, and she gave me one of her really big, innocent smiles.

"Trevor..." (I should have guessed she was up to something); "Trevor – I'll give you thirty pounds if you walk Streaker every day of this holiday."

Thirty pounds! As you can imagine, my eyes boggled a bit. I just about had to shove them back in their sockets. I was so astonished I never twigged that what my mother was actually suggesting was **MAJOR BRIBERY**.

"It's the Easter holiday," she continued, climbing on to her exercise-bike and pulling a pink sweat band round her forehead. "You've nothing better to do."

"Thirty pounds?" I repeated. "Walk her every day for two weeks?" Mum nodded and began to pedal. I sat down to have a think. Thirty pounds was a lot of money. I could do loads of things with that.

On the other hand – and this was the big crunch – I would have to walk Streaker.

Now, if someone came up to you in the street and said, "Hey! What's the worst torture you can think of?" you might suggest boiling in oil, or having to watch golf on TV with your dad, or even the nine times table – which is one of my own personal nightmares. But without doubt I would have to say – walking Streaker. This was going to be a big decision for me.

I reckoned there had to be some way of controlling Streaker. After all, she was only a dog. Humans are cleverer than animals. Humans have bigger brains. Humans rule the animal kingdom.

I seem to remember that just as I was thinking this, Streaker came hurtling in from the kitchen and landed on my lap like a mini-meteorite. We both crashed to the floor, where she sat on my chest looking very pleased with herself.

Mum carried on quietly pedalling all this time. She must have known I'd give in. "I'll do it," I said. Mum gave a strange squeak and one of her feet slipped off a pedal. For some reason she looked even more pleased with herself than Streaker did.

"Can I have some money now?" I asked. (See? I'm not stupid.)
"Of course not." (Mum's not stupid either.)
"How about half now and half when I finish?"

Mum free-wheeled. "At the end of the holiday, when the job is finished, I'll give you the money." So that was that. I had agreed to walk the dog every day for two weeks, and that turned out to be only one of my problems that Easter. I must have been totally mad.

Complex sentences

I was so astonished I never twigged that what my mother was actually suggesting was **MAJOR BRIBERY**.

We both crashed to the floor, where she sat on my chest looking very pleased with herself.

Comedy OHT 4 (also useful as a Pupil Sheet)

One Hundred-Mile-An-Hour Dog

Possible endings to the story. Consider the possibilities and add your own details as to what might happen, in the box under each possibility and/or notes about your own ending in the last box.

Enter ... the bully

Trevor and Streaker begin a training programme

Streaker demolishes a garden

Trevor has a brilliant idea

Your own suggestion

Comedy Pupil Sheet 2

From *The Hodgeheg*

by Dick King-Smith

Somehow he had managed to come back over the zebra crossing. He had known nothing of the concern of the cyclist, who had dismounted, peered at what looked like a small dead hedgehog, sighed, and pedalled sadly away. He remembered nothing of his journey home, wobbling dazedly along on the now deserted pavement, guided only by his sense of smell. All he knew was that he had an awful headache.

The family had crowded round him on his return, all talking at once.

"Where have you been all this time?" asked Ma.

"Are you all right, son?" asked Pa.

"Did you cross the road?" they both said, and Peony, Pansy and Petunia echoed, "Did you? Did you? Did you?"

For a while Max did not reply. His thoughts were muddled, and when he did speak, his words were muddled too.

"I got a head on the bump," he said slowly.

The family looked at one another.

"Something bot me on the hittom," said Max, "and then I headed my bang. My ache bads headly."

"But did you cross the road?" cried his sisters.

"Yes," said Max wearily. "I hound where the fumans cross over, but –"

"But the traffic only stops if you're a human?" interrupted Pa.

"Yes," said Max. "*Not* if you're a hodgeheg."

A Wedding Surprise

From *The Karate Princess and the Last Griffin* by Jeremy Strong

"Ouch! That hurt!" King Stormbelly leapt into the air, looking for all the world as if he had just been stabbed with a long, sharp needle, which was in fact exactly what had happened.

Princess Belinda stood by her father's chair, holding the needle. "It's your own fault, " she said. "You moved."
"Of course I moved!" roared the King, rubbing his arm vigorously. "You stuck a pin in me! Now my arm hurts just as much as my head."

The Queen gave her daughter a wan smile and turned to her husband.
"Perhaps your head would stop aching if you didn't shout so much, dear," she pointed out.
"Shout!" bellowed the King. "Who's shouting! I'll tell you why I have a headache. It's because of all these arrangements I've had to make for Belinda's wedding. Do this, do that, buy a present, order food, get a haircut ..."
"You're bald Dad," Belinda said calmly. "You don't need haircuts any more. Now sit still while I slip this needle in and you won't feel a thing."

King Stormbelly backed away from his advancing daughter. "Oh no," he protested. "Not again. I won't have any more of this achoo-punchyoo stuff."

"It's not achoo-punchyoo," said Belinda. "It's acupuncture and it really works – if you sit still. I learnt all about it when I visited Japan. They got it from the Chinese, who have been using it for thousands of years! You have to be very careful to make sure you don't do anything harmful. But don't worry, I've had months of special training. If you have a sore foot I can stick a needle in your ear and make the pain go away. You won't feel a thing." She took another couple of steps towards the King, who hastily hid behind a chair.

"Why do I have a daughter who goes round the world karate chopping people and sticking pins in them?" the King moaned. "Why don't you behave like a proper princess for a change and try on your wedding dress? You're getting married this afternoon, and about time too. I've waited years for this moment. I thought it would never happen. After all, what kind of nutcase would want to marry a pin-sticker? Poor Hubert. I wonder if he realises what he is letting himself in for."

The Karate Princess smiled a rather soppy, love-struck kind of smile. Of course Hubert knew what he was doing. They had been through all sorts of adventures together, and now they were getting married. Belinda had proposed to him when they were in Japan. Hubert had been very surprised, in fact he had fainted, but of course he said "yes" as soon as he had recovered.

Sniff, Miss Morris and a Bit of Cuckoo Spit

From *The Sniff Stories* by Ian Whybrow

I don't think my sister Sal would have bitten my finger quite so hard if I hadn't tried to get the worm out of her mouth. Normally I wouldn't have bothered but this was one of mine. I had collected a number of them in a shoebox which I had carefully placed (not left lying around) near the lettuces by the back fence in the garden. I knew it was one of mine because it was encased in a particularly rich black mud that I had created to give them the sense that they were on holiday, rather than the subjects of a scientific investigation. I had had one or two tips from Miss Salt in Biology about how hermaphrodites breed, but I wanted to see for myself how things worked out when you put them together.

"Drop it!" screamed Sal, kicking out as I tried to lever her mouth open with my finger and thumb.

"Give it to me!" I said firmly. "You eat your own."

"I found it!" she insisted through tightly clenched teeth. From somewhere deep down in her dungarees, she worked up a shriek. Her mouth was full of worm so the shriek had to come out through her nostrils. Even so, I reckon it was still piercing enough to interfere with television reception. Suddenly I heard somebody else screaming along with her. It was me. She'd practically bitten my index finger in half.

Comedy Pupil Sheet 5

Newsreader: Two prisoners have escaped from jail. One is seven feet tall and the other is four foot nine. Police are looking high and low for them.	How do you spell hungry horse with four letters? M.T.G.G.
Robert: The police are looking for a man with one eye called John. **Ian:** What's the other eye called?	Two elephants fell off a cliff… Boom, boom! !
How do you hire a horse? Put a brick under each foot.	What is pink, wobbly and flies? A jellycopter.
Hickory Dickory Dock, Two mice ran up the clock. The clock struck one. But the other escaped with only minor injuries.	Who looks after spooks on aircraft? Air ghostesses.
What is the difference between unlawful and illegal? Unlawful is against the law: illegal is a sick bird.	What do you call a man with a spade? Doug.
What do you get if you cross a dog with a chicken? A hen that lays pooched eggs.	What do you call a man without a spade? Douglas.
When do astronauts eat? At launch time.	There's a peanut sitting on the railway track, His heart is all-a-flutter The train comes roaring round the bend Toot! Toot! – peanut butter.
How do you stop a skunk smelling? Hold his nose.	**Stan:** What's the policewoman doing up a tree? **Dan:** She's working for the Special Branch.

Unit 2: Newspaper article

Text: 'Mauled' or another newspaper report

Learning objectives for the unit

SL1b)	To extend pupils' use and control of complex sentences by exploring the functions of subordinate clauses.
SL8	To recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a shift of topic, viewpoint or time.
TL10 **Writing**	To organise texts in ways appropriate to their content, e.g. by chronology, priority, comparison, and signpost this clearly to the reader.
Sp&L15	To develop drama techniques to explore in role a variety of situations and texts or respond to stimuli.

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Reading or Writing **(15 mins)**

The teacher reads through the article on OHT News 1 and creates a writing frame by identifying the key language features (headline, paragraph blocks, fact, information, direct/reported speech). Focus in on the first sentence – the overview of the whole story is contained within it. What function does the rest of the article serve? (Provides detail, who, when, where, why, what.)
As a group, summarise each paragraph into no more than 4 words, fewer if possible. What sort of words get sacrificed? (connectives, adjectives, adverbs, pronouns ...).

2 Whole-class Sentence Level **(15 mins)**

Highlight how points are connected in the shared text and identify the cues to start a new paragraph. Is there a shift of topic, viewpoint or time? Highlight phrases and 'promote' the connectives by replacing less interesting words and phrases with more powerful examples, i.e. 'by' with 'besides' or 'nearby'; 'so' with 'therefore' or 'consequently'. Focus on the two sentences in the first paragraph. *A teenager needed plastic surgery and more than 100 stitches after he was mauled by a crazed dog.*

Geoffrey Davison, 14, had pieces ripped out of his arms and legs during the horrific attack by a 10 stone Rottweiler called Sumo.
Identify the main clauses and subordinate clauses and their functions in these sentences.

3 **(20 mins)**

Independent reading or writing
Using the writing frame developed as a result of deconstructing the news article in shared text, pupils write the headline and first paragraph of a news article based on an incident concerning a pop group. Pupils should focus on choice of connectives and linking paragraphs.
Teacher-supported reading or writing
Teacher supports a group of pupils working on the same writing task as independent groups.

4 Whole-class plenary session **(10 mins)**

As a group, produce 'Tips for Cub Reporters' for display, reinforcing key language features of a newspaper article and incorporating advice regarding the use of connectives and phrases.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

Break

20 mins

Session 3 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to pupils in small groups.

30 mins

Session 4 Focus: Speaking and Listening

Hot-seating: Choose three pupils to role-play Geoffrey, his neighbour Dave and the owner of the dog, Jilly Harris. The rest of the group interview them about the incident.

20 mins

Session 5 Focus: Spelling

Either: To revise, consolidate and secure correct vowel choices including vowels with the alternative common spellings of the /ee/ phoneme ee; ea; ie; ei; ey. Teachers may find Session 5.4 in the Literacy Progress Unit on Phonics helpful.

Or: If pupils do not have a problem with vowel choices they can work on their own personal spelling logs and devise strategies for remembering spellings they have difficulty with.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to pupils in small groups.

60 mins

Session 7 Focus: Writing

The news articles begun this morning should be shared around, so that everyone has someone else's work. Pupils should then get into pairs (be sure pairs do not encounter their own work at this point). The task is to transform the article into a TV interview between a reporter/interviewer and a group member (Pupil Sheet News 1 supports this activity).

It might be useful at this point to include viewing of a range of interview extracts, e.g. from news, chat shows, morning TV, children's TV.

In pairs, pupils choose one of their two articles and using Pupil Sheet News 1 make notes on:
What type of show would this interview be in?
What type of audience would the show be aimed at?
What questions would the interviewer have to ask, to get the

information in the article?
What answers would be given?

In pairs, the pupils should write the script for their interview, with appropriate stage directions.

Guided and Supported Writing during Session 7 - one group supported by the teacher
Focus on how the formality of language in speech and writing varies to suit different circumstances.

40 mins

Session 8 Focus: Mentoring and personal review time

Pupils complete literacy diaries and work on personal reading and writing targets. Teachers conduct reviews with individual pupils.

15-30 mins

Session 9 Focus: Plenary

What have we learned today about:

- how and why paragraphs are used to sequence information?
- the difference the right connective can make?
- the key language features of a news report?
- how subordinate clauses add information to the main clause?
- how language differs in speech and in writing?

Mauled

Rottweiler on death row after it savages a schoolboy, 14.

A teenager needed plastic surgery and more than 100 stitches after he was mauled by a crazed dog. Geoffrey Davison, 14, had pieces ripped out of his arms and legs during the horrific attack by a 10 stone Rottweiler called Sumo.

Recovering at home after five days in hospital Geoffrey said: "He just came for me. I thought, 'I've had it now'."

Geoffrey was only saved when neighbour Dave Watson heard his screams and dragged him out through an open window.

Mr Watson, 40, said, "I could hear the screams from our house. The lad looked like he'd been in a tiger's cage. He had a huge gash on his arm and his legs were torn to pieces. There were so many gashes the paramedics couldn't find a space on his arm to put the pain-killing injection."

Geoffrey was at a friend's house when the attack took place. Today, the dog's owner Jilly Harris, 34, said she was fighting to save her family pet from being destroyed.

Newspaper article Pupil Sheet 1

Before you turn your news article into an interview, you need to agree about the following points with your partner.

Deciding upon these facts will make it easier for you to match your writing style and choice of vocabulary to the 'audience' for your piece.

If you were watching TV, what kind of show would your interview be part of?

- The News
- The Big Breakfast
- TFI Friday
- Top of the Pops
- An evening Chat show
- In between programmes on children's TV

What group of people would be mainly watching the programme?

Who would especially turn on the TV to watch it?

- A complete mix of ages
- Mainly older people
- Mainly young adults
- Mainly young kids
- People watching for fun
- People watching to learn something

Read through your news article and list the facts that are reported.

Facts

-
-
-
-

Now, what questions would give you those facts as the answers?

Questions

-
-
-
-

How will you end the interview? Think of a good last question and answer.

-

Unit 3: Descriptive narrative – Angels

Text: 'Skellig' by David Almond

Learning objectives for the unit

WL1	To revise, consolidate and secure correct vowel choices.
SL1a)	To extend (pupils') use and control of complex sentences by recognising and using subordinate clauses.
TL5 Writing	To structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution.
TL12 Reading	To comment, using appropriate terminology, on how writers convey setting, character and mood through word choice and sentence structure.
Sp&L1	To use talk as a tool for clarifying ideas, e.g. by articulating problems or asking pertinent questions.

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Reading or Writing (15 mins)

Read the extract (OHTs and Pupil Sheet Angels 1) as a shared text. Look at the expressive and descriptive language and examine how the mood of nervous expectancy is created, i.e. 'Something little and black scuttled ...'. 'Something scratched and scratched ...'. Note the use of short sentences to increase tension, e.g. 'I thought he was dead', 'Dead bluebottles were everywhere'.

Teach the structure of a good story (OHT and Pupil Sheet Angels 2): arresting opening developing plot, a complication, a crisis and a satisfying resolution. Ask pupils for examples and record them on a flip chart or board.

2 Whole-class Sentence Level (15 mins)

(You may prefer to place this before Shared Reading today so that the independent and guided tasks 'flow' directly on from shared text time).

Look at the extract again, this time consider the use of the subordinate clauses in the following complex sentences:

'I kept ducking down under the hosepipes and ropes and kitbags that hung from the roof.'
'He was sitting with his legs stretched out, and his head tipped back against the wall.'
'I was scared every moment that the whole thing was going to collapse.'
Teach pupils how to recognize the subordinate clauses and their functions in these sentences.

3 (20 mins)

Independent reading or writing
Explain that pupils will be writing their own story later in the day; this will focus on a meeting with a strange person or creature. Pupils will now complete their own sheet (Pupil Sheet Angels 3) concentrating on writing the first descriptive paragraph. Remind pupils of previous discussions about powerful language before they expand their grid into a descriptive paragraph, perhaps to open their narrative. Remind them to use short sentences for effect and commas and full stops to join and separate clauses.

Guided or teacher-supported reading or writing
Same task as independent group but teacher supporting one group of pupils. Focus on variety of sentences and description in first paragraph.

4 Whole-class plenary session **(10 mins)**

With pupils' permission, apply the criteria for a successful paragraph describing a setting, using examples of pupils' work. Look for a strong sense of atmosphere which makes the reader want to know more.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

Break

20 mins

Session 3 Focus: Literacy Progress Unit

Teach the next lesson of selected Literacy Progress Unit to small groups of pupils.

30 mins

Session 4 Focus: Speaking and Listening

Ask pupils if they have seen the Angel of the North statue in Gateshead, either in real life or on television or in the newspapers. What other examples of public art have they seen in their local area?

Discuss or debate the following issue. 'Should taxpayers pay for public art and local art galleries?'

20 mins

Session 5 Focus: Spelling

Either: To revise, consolidate and secure correct vowel choices including vowels with the alternative common spellings of the /ie/ phoneme, e.g. ie, igh, i-e, i, and y. Teachers may find Session 5.5 in the Literacy Progress Unit on Phonics helpful.

Or: If pupils do not have a problem with vowel choices they can work on their own personal spelling logs and devise strategies for remembering spellings they have difficulty with.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to small groups of pupils.

60 mins

Session 7 Focus: Writing

Show the narrative plan 'My Find' on OHT Angels 2 again. Discuss this with pupils, emphasizing the importance of knowing how your story will end before you begin. Explain the use of fiction hooks – reasons to pursue the story to the final paragraph. Pupils should plan and write a story using the narrative plan.

Guided and Supported Writing during Session 7 – one group supported by the teacher (20 mins)
Focus support on introductory paragraph – writing an arresting opening. Use pupils' paragraphs as examples to reinforce teaching points.

40 mins

Session 8 Focus: Mentoring and personal review time

Pupils complete literacy diaries and work on personal reading and writing targets. Teachers conduct reviews with individual pupils.

15-30 mins

Session 9 Focus: Plenary

What have we learned today about:

- building tension in stories?
- planning stories?
- how subordinate clauses add information to main clauses?
- different spellings of /ie/ phoneme?
- putting forward our point of view and listening to others?

Angels OHT and Pupil Sheet 2

Narrative plan

'My Find!'

An arresting opening

e.g. description of setting; beginning with speech

Development of Plot

introduction of characters who interact

Incident 1

Incident 2

Complication

the plot thickens; characters and events become intertwined and there is a problem to sort out

Crisis

things come to a head – the problem urgently needs solving

Resolution

in some way the problem is resolved and the story ends in a satisfying way

Skellig

by David Almond

I finished the Coke, waited a minute, then I went down to the garage again. I didn't have time to dare myself or to stand there listening to the scratching. I switched the torch on, took a deep breath, and tiptoed straight inside.

Something little and black scuttled across the floor. The door creaked and cracked for a moment before it was still. Dust poured through the torch beam. Something scratched and scratched in a corner. I tiptoed further in and felt spider webs breaking on my brow. Everything was packed in tight – ancient furniture, kitchen units, rolled-up carpets, pipes and crates and planks. I kept ducking down under the hosepipes and ropes and kitbags that hung from the roof. More cobwebs snapped on my clothes and skin. The floor was broken and crumbly. I opened a cupboard an inch, shone the torch in and saw a million woodlice scattering away. I peered down into a great stone jar and saw the bones of some little animal that had died in there. Dead bluebottles were everywhere. There were ancient newspapers and magazines. I shone the torch on to one and saw that it came from nearly fifty years ago. I moved so carefully. I was scared every moment that the whole thing was going to collapse. There was dust clogging my throat and nose. I knew they'd be yelling for me soon and I knew I'd better get out. I leaned across a heap of tea chests and shone the torch into the space behind and that's when I saw him.

I thought he was dead. He was sitting with his legs stretched out, and his head tipped back against the wall.

He was covered in dust and webs like everything else and his face was thin and pale. Dead bluebottles were scattered on his hair and shoulders. I shone the torch on his white face and his black suit.

"What do you want?" he said.

He opened his eyes and looked at me.

His voice squeaked like he hadn't used it in years.

"What do you want?"

My heart thudded and thundered.

"I said, what do you want?"

Then I heard them yelling for me from the house.

"Michael! Michael! Michael!"

I shuffled out again. I backed out through the door.

It was Dad. He came down the path to me.

"Didn't we tell you –" he started.

"Yes," I said. "Yes. Yes."

I started to brush the dust off myself. A spider dropped away from my chin on a long string.

He put his arm around me.

"It's for your own good," he said.

He picked a dead bluebottle out of my hair.

He thumped the side of the garage and the whole thing shuddered.

"See?" he said. "Imagine what might happen."

I grabbed his arm to stop him thumping it again.

"Don't," I said. "It's all right. I understand."

He squeezed my shoulder and said everything would be better soon.

He laughed.

"Get all that dust off before your mother sees, eh?"

Angels Pupil Sheet 3

Description grid

Think of a place you know – the park, your bedroom, the garden or backyard perhaps. Now imagine it in the dark, describe it in such a way that your unease and sense of fear come across clearly.

You could start with:
"Gradually all sounds faded away on the night, my torch flickered and died, while my heart thudded high in my throat. Had something moved in the shadows? ..."

Before you start:
With your partners, pool ideas for words which would give your description atmosphere. Use words from the extract, and look in a thesaurus for ideas.

What the place **looked** like	**Sounds**
Smells	How you **felt**

Unit 4: Journeys

Text: 'The Snow Door' by Charles Ashton

Learning objectives for the unit

SL1a)	To extend pupils' use and control of complex sentences by recognising subordinate clauses.
SL8	To recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. *when there is a shift of topic, viewpoint or time.*
TL2 **Reading**	To use appropriate reading strategies to extract particular information, e.g. highlighting, scanning.

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Reading or Writing **(15 mins)**

Shared reading of the extract 'The Snow Door' on Pupil Sheets Journey 1a, 1b and 1c. Look at the organisation of paragraphs – what is a paragraph? How can we tell where a new paragraph begins? Are new paragraphs always shown like this? (i.e. some texts will use one or two returns and no indentation.)
Look at each new paragraph in turn – why does it begin at that point in the text? Has the author made the most effective choices?
Remind pupils that a new paragraph is used to denote a change of speaker in dialogue.

2 Whole-class Sentence Level **(15 mins)**

Look at OHT Journeys 1, which shows a long, complex sentence from 'The Snow Door'. Look at the semi-colon, the comma between clauses and for parenthesis, and the dash. Is this more effective than lots of short sentences? Break the sentence into several shorter sentences then identify the main clauses and subordinate clauses. What is the function of each subordinate clause?

3 (20 mins)

Independent reading or writing

- Pupil Sheet Journeys 2 contains a piece of writing about Viking Exploration 'Exit to Iceland I'. Decide where paragraph demarcation would be best placed, and why. See the author's original version on Pupil Sheet Journeys 3 'Exit to Iceland II'.
- Pupil Sheet Journeys 4 'To the Edge of the World' needs to be laminated and cut up. Pupils decide on the best order for the paragraphs and compare it to the author's original version on Pupil Sheet Journeys 5. Which do they prefer and why? This exercise may be appropriate for lower attaining pupils.

Guided or teacher-supported reading or writing
Using Pupil Sheet Journeys 6 containing extracts from 'The Snow Door', pupils highlight the colons, etc., and explain their use. This exercise might be appropriate for higher attaining pupils.

4 Whole-class plenary session **(10 mins)**

Pick out appropriate pupils to 'show and tell' their work so that the teacher can highlight the points covered today:

- A paragraph is a section of a piece of writing. A new paragraph marks the change of focus, a change of time, a change of place or a change of speaker in a passage of dialogue. Paragraphing helps writers to organise their thoughts, and helps readers to follow the story line, argument or dialogue.
- The dash is used in place of brackets/parenthesis. It is sometimes used informally to replace other punctuation.
- The semi-colon separates phrases or clauses in a sentence. It is stronger than a comma but not as strong as a full stop.
- Commas are placed between clauses, to separate them.
- Parenthetic commas go around a word or phrase inserted into a sentence to explain or elaborate.
- The difference between main clauses and subordinate clauses.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

Break

20 mins

Session 3 Focus: Literacy Progress Unit

Teach the next lesson from the selected Literacy Progress Unit to small groups of pupils.

30 mins

Session 4 Focus: Speaking and Listening

Group discussion focusing on DARTs activity on poetry. (Copies of Pupil Sheet Journeys 7 containing the poem 'Through That Door' by John Cotton set out in two columns should be cut up.)

Pupils work in small groups to decide on the 'correct' order of the verses using contextual clues.

Each group presents their version to another group through pupils re-grouping using the jig-saw strategy. Original groups then re-form and compare their versions to the poet's original on an uncut version of Pupil Sheet Journeys 7.

20 mins

Session 5 Focus: Spelling

Either: To revise consolidate and secure correct vowel choices including vowels with the alternative common spellings of the /oe/ phoneme, e.g. o; oa; o-e; ow. Teachers may find Session 5.6 of the Literacy Progress Unit on Phonics helpful.

Or: If pupils do not have a problem with vowel choices they can work on their own personal spelling logs and devise strategies for remembering spellings they have difficulty with.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to small groups of pupils.

60 mins

Session 7 Focus: Writing

The teacher quickly re-reads the long extract from 'The Snow Door'. What might this 'snow door' be? Might it lead to another land, another time? Ask the pupils for suggestions. Discuss narrative links – what hints have we been given in the passage as to how the story will proceed? For example, in the first sentence, 'the only colour was blue' and the scene is 'spooky and beautiful.' Discuss the relevance of the ellipsis after 'a small streak of dark red . . .' introducing a new element of suspense.

'They continued their journey. But everything seemed to have changed' – re-read the last three paragraphs noting the way the tension is built up until Miss English bends 'over a dark something in the snow'. The teacher should highlight relevant words and phrases and discuss this strategy as a way of extracting information.

Independent Writing during Session 7
In pairs or individually the pupils write the next two or three paragraphs of the story in the first person, as if they are Barbara or Miss English, using a similar style of writing and moving the story along to an explanation of the 'snow door'.

Guided and Supported Writing during Session 7 – one group supported by the teacher
Focus on pupils' development of complex sentences and use of punctuation in the first two paragraphs.

40 mins

Session 8 Focus: Mentoring and personal review time

Pupils complete literacy diaries and work on personal reading and writing targets. Teachers conduct reviews with individual pupils.

15-30 mins

Session 9 Focus: Plenary

What have we learned today about:

- the use of paragraphs?
- complex sentences and punctuation?
- narrative links?
- writing style?
- strategies for extracting information?

From 'The Snow Door'

by Charles Ashton

In the first light of the winter morning the only colour was blue, a dim, formless, misty blue that was both spooky and beautiful.

Everything was hummocked in soft rounded shapes: nothing could be recognised under the thick silvery blanket. Barbara had almost forgotten what the real countryside around her home looked like anyway.

Barbara and Miss English headed uphill, straight across country. They laughed to think that the snow was so deep they could be going straight over the top of fences and hedges and never know it, but then Miss English reminded her that she should concentrate on her skiing so that they didn't lose time; and after that they went in silence, Barbara watching the pale mist of her breath, which seemed to be the only thing that was moving, and listening to the lovely swish-swish-swish of their skis on the snow, which was the only sound to be heard. This would be something to tell them at school, at least!

Suddenly Miss English stopped and stood looking down at the point of her ski-stick. Barbara halted too.

"That's most peculiar," Miss English said, and lifted her stick slightly, then dropped the point into the snow again. There was a sound: not exactly enough of a sound to be anything you could recognise, but more of a sound than the point of the stick normally made in the snow, and – "Look there," Miss English said, now scraping at the snow with her stick until through it a colour suddenly appeared: a small streak of dark red…

"Good gracious," Miss English said, and then looked up, first up the hill and then down the hill, as if trying to work something out. "This must be the road."

The first thing Barbara thought was that it couldn't possibly be the road because the road wasn't red. Then she realised that of course the road must be buried much farther down beneath the snow than this red thing. By the time it had dawned on her what Miss English meant, the teacher was bending down and busily digging the snow away with her woolly mittens. More and more red appeared, a smooth, shiny, flat red surface.

"Good gracious," Miss English said again. Then, "I know what this is: it's the mail-van. It must have got stuck here in the early hours and – oh, good gracious."

The third "good gracious" sounded pretty serious, though Barbara couldn't particularly think why. Then Miss English started clearing more snow away from the mail-van roof and then digging a hole down into the snow at one corner. Then she unbuckled her skis and lay down on the roof with her head in the hole she had made. Barbara wondered if the snow had made Miss English go mad.

After hanging her head in the snow hole for a few minutes and occasionally throwing up more handfuls of snow, Miss English raised herself onto her knees and turned to Barbara and said, "Well, thank goodness for that: there's no one there, he must have got away." Then at last Barbara realised that the postman could have been trapped in his van, and buried under all the snow.

"He might have got frozen," she said.

"That's what I was worried about," Miss English said. "I just hope he found his way to the houses. Come on, we'll miss our train if we don't hurry."

They continued their journey. But something seemed to have changed. The snowy world no longer seemed quite so fresh and exciting and adventurous. Barbara glanced back once and saw the dark splash of red in the snow where the mail-van was. It looked dirty somehow, and sinister, like a bloodstain.

They reached the brow of the hill. Snowy land stretched away to the horizons. Ahead of them lay the sea, looking like lead under the blue-grey sky. They passed a lonely hawthorn tree, bare and mournful, and had just begun to pick up speed when Miss English gave an exclamation and swished off to the right in a sharp curve.

Barbara got mixed up between meaning to follow Miss English and meaning to stop, and her skis crossed and she fell over. By the time she had picked herself up and rearranged herself, she saw Miss English had stopped and was bending over a dark something in the snow. Quickly she went over to join her.

They laughed to think that the snow was so deep they could be going straight over the top of fences and hedges and never know it, but then Miss English reminded her that she should concentrate on her skiing so that they didn't lose time; and after that they went in silence, Barbara watching the pale mist of her breath, which seemed to be the only thing that was moving, and listening to the lovely *swish- swish- swish* of their skis on the snow, which was the only sound to be heard.

Journeys Pupil Sheet 2

Exit to Iceland I

Today, Iceland is an important part of the Viking world. But until 870, it was just an empty wasteland. Here, *The Viking News* remembers the very first settlers who brought about this change. It was the Norwegian brothers, Hjörleif and Ingolf Arnarson, who first set sail to colonize Iceland – a mysterious land that few people had ever visited. They risked death in doing so, for it would be a long and dangerous voyage. But if there was the chance of finding good farmland there, it was a risk worth taking. The brothers packed their families, followers and slaves into just two boats, along with all their animals and stores. The difficult voyage took several weeks, and many times the boats were nearly sunk by storms. But at long last, Iceland came in sight. Now, Ingolf took two wooden pillars from his carved ancestral chair, and lowered them into the grey sea. Wherever they washed ashore, he said, would become the settlers' new home. For two years, Ingolf roamed the coast in search of the pillars. At last they were spotted in the south-west of Iceland, in a beautiful bay, where hot springs flowed through green and fertile land. The settlers' courage and patience had been rewarded – they had found enough land for many families to share. Since then, almost 35,000 Vikings have started new lives in Iceland. What better tribute could there be to the bravery of those first few settlers?

Exit to Iceland II

Today, Iceland is an important part of the Viking world. But until 870, it was just an empty wasteland. Here, *The Viking News* remembers the very first settlers who brought about this change.

It was the Norwegian brothers, Hjörleif and Ingolf Arnarson, who first set sail to colonize Iceland – a mysterious land that few people had ever visited.

They risked death in doing so, for it would be a long and dangerous voyage. But if there was the chance of finding good farmland there, it was a risk worth taking.

The brothers packed their families, followers and slaves into just two boats, along with all their animals and stores.

The difficult voyage took several weeks, and many times the boats were nearly sunk by storms. But at long last, Iceland came in sight.

Now, Ingolf took two wooden pillars from his carved ancestral chair, and lowered them into the grey sea. Wherever they washed ashore, he said, would become the settlers' new home.

For two years, Ingolf roamed the coast in search of the pillars. At last they were spotted in the south-west of Iceland, in a beautiful bay, where hot springs flowed through green and fertile land.

The settlers' courage and patience had been rewarded – they had found enough land for many families to share.

Since then, almost 35,000 Vikings have started new lives in Iceland. What better tribute could there be to the bravery of those first few settlers?

Journeys Pupil Sheet 4

To the Edge of the World

By that time, Iceland was becoming crowded, and farmland was scarce, so Erik's stories appealed to many. In 986, some 25 ships left for Greenland under Erik's command.	It was a dangerous voyage, and only 14 ships made it safely to the new land. But two settlements were founded which have flourished ever since.
Erik and his crew sailed the Atlantic Ocean until at last they saw the land they sought. Its east coast was entirely ice-bound and uninviting, so they sailed on round the coast. And there, on the south-west shores, they found ice-free land with plenty of good green pastures.	Between the years 982 and 1001, a Viking father and son each explored further west than any European had ever dared. And by discovering two new lands, they astonished the Viking world.
Erik promptly picked a crew and put to sea in search of an unexplored land, which was rumoured to lie west of Iceland.	Viking explorers need to be tough, and no one was tougher than Erik the Red. His great voyages began in 982, when he was exiled from Iceland for three years for killing two men in a feud.
Three years later, Erik came back to Iceland, bursting with tales about the marvellous place he called Greenland.	

To the Edge of the World

Author's original paragraph order

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It was a dangerous voyage, and only 14 ships made it safely to the new land. But two settlements were founded which have flourished ever since.

Journeys Pupil Sheet 6

Read these extracts from *The Snow Door*
by Charles Ashton.

Highlight dashes, semi-colons, commas between clauses and parenthetic commas. In the right hand column, explain why the author has used them.

The train had not yet reached the big bridge over the Tay, which was when she normally put her notebook away, but she had reached the difficult part in her story. This part was so difficult she might even have to give up.	
She didn't like sugar-candy much herself because it was too sweet. For most of the years when the War was on she had had hardly any sweets. Now that there were more to be had, she found she didn't enjoy them as much as she remembered doing before.	
She laboured on up. Although it was very like an ordinary cliff in some ways, she couldn't deny that there seemed to be steps cut in the rock like a real stairway. The cliff – or castle – seemed to be a lot higher when you were in it than when you looked up at it from below. Crags rose all around her like crazy black towers.	
But oh, he seemed far away; and she seemed to have forgotten how to ski uphill!	

Journeys Pupil Sheet 7

Through That Door

Through that door
Is a garden with a wall,
The red brick crumbling,
The lupins growing tall,

Where the lawn is like a carpet
Spread for you,
And it's all as tranquil
As you never knew.

Through that door
Is the great ocean-sea
Which heaves and rolls
To eternity,

With its islands and
promontories
Waiting for you
To explore and discover
In that vastness of blue.

Through that door
Is your secret room
Where the window lets in
The light of the moon,

With its mysteries and magic
Where you can find
Thrills and excitements
Of every kind.

Through that door
Are the mountains and the
moors
And the rivers and the forests
Of the great outdoors,

All the plains and the ice-caps
And the lakes as blue as sky
For all those creatures
That walk or swim or fly.

Through that door
Is the city of the mind
Where you can imagine
What you'll find.

You can make of that city
What you want it to,
And if you choose to share it,
Then it could come true.

John Cotton

Unit 5: Descriptive writing

Text: Dracula – Jonathan Harker's Journal

Learning objectives for the unit

W1	To revise, consolidate and secure correct vowel choices.
WL14	To define and employ words with precision, including their exact meaning in context.
SL8	To recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a shift of topic, viewpoint or time.
TL12 Reading	To comment, using appropriate terminology, on how writers convey setting, character and mood through word choice and sentence structure.

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Reading or Writing (15 mins)

Read the first two paragraphs of the journal extract on OHT Descriptive Writing 1, emphasising key vocabulary to create atmosphere. Allow pupils to predict what will happen next. Read through the next paragraph, then stop. Stopping and predicting should add to the tension and enjoyment of reading the text. Ask questions and mark and annotate text to:

- identify and explain difficult language and words that give clues as to when the piece was written;
- remind pupils of strategies for working out the meanings of difficult words;
- establish what kind of atmosphere is created, what senses (sights, sounds, feelings) are used and how it makes the reader feel;
- predict what kind of events might take place in a house like this and what might happen next;
- guess where the text might be from. Does anyone recognise it?

2 Whole-class Sentence Level (15 mins)

Focus on what kind of words best create the atmosphere in this passage.

- Underline specific examples of atmospheric adjectives and verbs identified by pupils and words to which you wish to draw attention.
- Identify and explain figurative language ('frowning walls' as a metaphor and 'It all seemed like a horrible nightmare' as a simile). Discuss the effect of these techniques.
- Look at the beginning of each paragraph and discuss the cues to start a new paragraph, e.g. Is there a shift of topic, viewpoint or time?

3 **(20 mins)**

Independent Work

Pupils complete the table on the Pupil Sheet Descriptive Writing 1 on adjectives taken from the shared text. They use thesauruses to find at least three synonyms for each. Pupils select their favourite synonyms to contribute in the plenary and set a personal target to use in future writing.

Extension: pupils write a few lines predicting what happens next in the story.

Guided or teacher-supported Reading or Writing

Teach group how hooking techniques can be used, as well as expressive and descriptive language to build tension. Re-read the shared text to identify hooking techniques.

Label the techniques and devise a 'building tension' poster to use for reporting back in the plenary and for the classroom wall. For example:

- use of pronoun 'I' without knowing the character;
- unexpected event (horses disappearing);
- questions posed ('What sort of… what kind of people?');
- extreme detail on one item (describing the door leaves us wondering why it is so important and what is behind it);
- dropping clues ('Of bell and knocker there was no sign' and 'long disuse' of the door).

4 Whole-class plenary session **(10 mins)**

- Define 'synonym', remind pupils of meaning from their work in primary school, and emphasise why thesauruses are useful. Pupils report back on favourite new-found synonyms. Take ideas from all pupils if possible. Check with class that chosen synonyms still create the same atmosphere as the shared text.

- Guided group presents 'building tension' poster and informs class of their findings.
- Reiterate that pupils have learnt that carefully chosen expressive and descriptive language can create atmosphere and a range of techniques can be employed to build tension. They should use both of these in their own writing.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

Break

20 mins

Session 3 Focus: Literacy Progress Unit

Teach the next lesson from the selected Literacy Progress Unit to pupils in small groups.

30 mins

Session 4 Focus: Speaking and Listening

Pupils imagine having visited the house. In pairs, as reporter and eyewitness, they devise a short role-play of interviewer (formal, standard English) and interviewee (informal, colloquial English) regarding the adventure at Grove Hall. Teachers select groups to perform this to the class.

20 mins

Session 5 Focus: Spelling

Either: To revise, consolidate and secure correct vowel choices, including words with the /ue/ phoneme with the most common spellings oo; ue; u–e; ew; and u. The teacher may find Session 5.7 in the Literacy Progress Unit on Phonics helpful in this session.

Or: If pupils do not have a problem with vowel choices they can work on their own personal spelling logs and devise strategies for remembering spellings they have difficulty with.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Teach the next lesson from the selected Literacy Progress Unit to pupils in small groups.

60 mins

Session 7 Focus: Writing

Using imaginary pupil's work on OHT Descriptive Writing 2, briefly discuss how language could be improved to create a better atmosphere and how hooking techniques could be inserted (refer to class poster created in the descriptive writing Literacy Hour). Together, asterisk where hooking techniques could be added and underline words and phrases that pupils should try to replace and improve independently.

Pupils identify a weak sentence in the text. Model editing for clarity and correctness by simplifying a clumsy construction and creating a more complex sentence changing the position of the clauses within the sentence to see the effect. Underline other sentences that they can improve in independent time.

Independent writing work on a writing task or in pairs as response partners
Pupils carry out the same three tasks on the rest of the text:

- improve expressive and descriptive language to create atmosphere;
- insert hooking techniques where indicated on shared text using class poster created;
- make at least two additional complex sentences and simplify clumsy constructions.

Extension: Still with points above in mind, draft the next paragraph – a description of the person at the door. This could be compared with the real description of Dracula (OHT Descriptive Writing 3) in feedback.

Group writing work – teacher supported
All pupils follow independent task until visited by teacher.
In rotation, focus work with pupils on further teaching of complex sentences and encouraging pupils to use a range of connectives.

40 mins

Session 8 Focus: Mentoring and personal review time

Pupils complete literacy diaries and work on reading and writing targets. Teachers conduct reviews with individual pupils.

15-30 mins

Session 9 Focus: Plenary

What have we learned today about:

- how to create mood and build tension in writing?
- how to spell words with the /ue/ phoneme?
- how to construct complex sentences?
- the difference between formal and informal spoken English?

'Dracula' – Jonathan Harker's Journal

5 May

I must have been asleep, for certainly if I had been fully awake I must have noticed the approach to such a remarkable place. In the gloom the courtyard looked of considerable size.

When the calèche stopped the driver jumped down, and held out his hand to assist me to alight.

I stood close to a great door, old and studded with large iron nails, and set in a projecting doorway of massive stone. I could see even in the dim light that the stone was massively carved, but that the carving had been much worn by time and weather. As I stood, the driver jumped again into his seat and shook the reins; the horses started forward, and trap and all disappeared down one of the dark openings.

I stood in silence where I was, for I did not know what to do. Of bell and knocker there was no sign; through these frowning walls and dark window openings it was not likely that my voice could penetrate. The time I waited seemed endless, and I felt doubts and fears crowding upon me. What sort of place had I come to, and among what kind of people? What sort of grim adventure was it on which I had embarked?

It all seemed like a horrible nightmare to me, and I expected that I should suddenly awake, and find myself at home.

I heard a heavy step approaching behind the great door, and saw through the chinks the gleam of a coming light. Then there was the sound of rattling chains and the clanking of massive bolts drawn back. A key was turned with loud grating noise of long disuse, and the great door was swung back.

A Pupil's First Draft

5 May

My name is John. I am from Manchester. I am twelve now. I was nine when I went to stay with an uncle in the summer holidays. I didn't know him. He lived very far away from me. Some people thought he was a vampire. I was going to find out if it was true.

When I got out of the carriage, I stood looking at the very big house. It was very, very big. I didn't like the look of it. It frightened me. When I looked at its windows I saw they were dirty because they hadn't been cleaned for a long time and some were open because it was quite a warm night and its door was wood and its roof was bent in the middle. I couldn't see much else because it was very dark. I felt a bit more frightened.

When I knocked on the door, there was no answer so I waited for a while and there was no answer still. After a bit, I could hear my uncle coming to the door and when he got to the door, it creaked a bit when he opened it.

'Dracula' – Jonathan Harker's Journal

5 May continued. –

Within, stood an old man, clean-shaven and clad in black from head to foot, without a single speck of colour about him anywhere. He held in his hand an antique silver lamp, in which the flame burned throwing long, quivering shadows as it flickered in the draught of the open door. The old man motioned me in with his right hand.

The instant, however, that I had stepped over the threshold, he moved impulsively forward, and holding out his hand grasped mine with a strength which made me wince, an effect which was not lessened by the fact that it seemed as cold as ice – more like the hand of a dead than a living man.

His face was strong with a thin nose and arched nostrils. His eyebrows were massive, almost meeting over the nose, and with bushy hair that seemed to curl in its own profusion. The mouth was fixed and rather cruel-looking, with peculiarly sharp white teeth; these protruded over the lips whose remarkable ruddiness showed astonishing vitality in a man of his years. For the rest, his ears were pale and at the tops extremely pointed; the chin was broad and strong, and the cheeks firm though thin. When the Count leaned over me I could not repress a shudder. His breath was rank. As I listened I heard the howling of many wolves. The count's eyes gleamed.

Searching for Synonyms –
Jonathan Harker's Journal

You have learned that well-chosen vocabulary can create moods, build tension and describe emotions. The English language is full of interesting words to use in your own writing so don't settle for the first word that comes into your head.

Your task:
Use a thesaurus to find at least three synonyms for the underlined words below. They must create a mood of fear. Choose the best synonyms that you can find!

a remarkable place			
a great door			
Large iron nails			
The dim light			
Dark window openings			
Grim adventure			
Horrible nightmare			
a heavy step			

Now choose your favourite four synonyms from the ones you have found. Write them in the spaces below and try to use them in your next piece of horror or thriller writing.

Unit 6: Narrative writing
Planning the plot, characters and structure

Learning objectives for the unit

WL14	To define and deploy words with precision, including their exact implication in context.
SL1c)	To extend pupils' use and control of complex sentences by deploying subordinate clauses in a variety of positions in the sentence.
TL12 **Reading**	To comment, using appropriate terminology, on how writers convey setting, character and mood through word choice and sentence structure.
TL1 **Writing**	To plan, draft, edit, revise, proofread and present a text with readers and purpose in mind.

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Writing (15 mins)

Explain that pupils will write their own high-quality, atmospheric narrative piece using the skills they have practised.
Remind pupils that before writing the detail they should plan the outline using a planning frame.
In collaboration with the class, work on the organisation frame OHT Narrative Writing 1 to plan writing mirroring aspects of the piece studied from 'Dracula'. Start by brainstorming possible mysterious or frightening locations to arrive at (deserted village, churchyard, old warehouse, forest, football stadium at night, shopping centre after hours).
Then choose a location and together plan for sequence and content of paragraphs: what action (limited) to include; what senses to describe and where to include within the structure; what aspects to describe in particular detail as a hooking technique; what other hooking techniques to include; when to introduce the character (using extension work from the last writing session) and how to finish the chapter.

2 Whole-class Sentence Level (15 mins)

○ Revise work from the last writing session on complex sentences and connectives for pupils to aim to include in their own work to improve the standard of their writing.

- Compose the first paragraph from the whole planning frame (OHT Narrative Writing 1).
- Model the writing process by thinking aloud to make what pupils need to know and do explicit.
- Invite pupils to evaluate the result allowing them to offer constructive criticism and ask questions about constructing complex sentences or using connectives.

3 (20 mins)

Independent writing work
Pupils plan own narrative pieces using a copy of the blank planning frame OHT Narrative Writing 1. They should use the class brainstorm of ideas to choose a different location.
Extension: Draft paragraph one, including at least two complex sentences and create atmosphere with choice of expressive and descriptive language.

Guided or teacher-supported reading or writing
Work with pupils on planning their writing, encouraging a sophisticated level of detail with a particular focus on planning to include hooking techniques. Support pupils in constructing their first paragraphs with complex sentences that are correctly punctuated. Encourage pupils to read and re-read their work for clarity of meaning and to adjust as necessary.
Prepare pupils to feed back in the plenary on the hooking techniques they've planned to include and to give examples of good quality complex sentences used in their work.

4 Whole-class plenary session **(10 mins)**

Selected independent pupils share plans, explain progress and raise problems in planning writing.
Guided group a) describe one or two hooking techniques they have planned for, with an explanation of how they will impact on the reader, and b) provide examples of their best complex sentences for the rest of the group to evaluate.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

Break

20 mins

Session 3 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to pupils in small groups.

30 mins

Session 4 Focus: Speaking and Listening

Pupils prepare and practise oral storytelling aiming for a short, spooky story for a younger audience developing skills to engage the interest of the listener. Pupils can base ideas around the adventure they experienced at a stately home called Grove Hall.

20 mins

Session 5 Focus: Spelling

Either: To revise, consolidate and secure the most common spellings of the long vowel phonemes learned in the last five sessions. The teacher may find Session 5.8 in the Literacy Progress Unit on Phonics helpful in this session.

Or: If pupils do not have a problem with vowel choices they can work on their own personal spelling logs and devise strategies for remembering spellings they have difficulty with.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Teach the next lesson from the selected LPU to pupils in small groups.

60 mins

Session 7 Focus: Writing

Planning plot, characters and structure of narrative
Outline how pupils can use their time to write their narrative pieces most effectively using their plans from the Literacy Hour. Model how to build timing into the planning process in order to complete a piece of work in the allotted time.

Revise, with pupil contributions, the key issues for writing this piece. Remind pupils what support for writing exists in the classroom (hooking poster, word walls, dictionaries, thesauruses, etc).

Highlight the importance of pupils proof-reading and editing their own writing.

Independent writing work (25 mins approx.)

- Pupils draft their narrative pieces according to time guidance. 10 mins approx:
- Pupils proof-read and edit their own writing for clarity and correctness. Encourage use of dictionaries and thesauruses at all stages of drafting.
- Partners could support each other by peer editing work produced.

Supported Group writing during Session 7

- Teacher divides the writing time to provide guidance and support for individuals within a group with a focus on improving the quality of pupils' writing in all areas covered: structure; selection of expressive and descriptive language; use of hooking techniques; inclusion of complex sentences; level of clarity and overall correctness.
- There is opportunity here for individual assessment of pupils' understanding of teaching objectives.
- Leave some time for pupils to proof-read and edit their own writing.

40 mins

Session 8 Focus: Pupil mentoring and review

Pupils complete literacy diaries and work on reading and writing targets. Teachers conduct reviews with individual pupils.

15-30 mins

Session 9 Focus: Plenary

What have we learned today about:

- how to use words to create atmosphere and effect?
- how to plan the plot and structure of narrative writing quickly and with detail?
- how to construct complex sentences in different ways?
- how to read through own writing to look for errors, to edit and make it better quality?

Planning the plot, characters and structure of narrative writing

When and where will I set it? What interesting words will I use to create mood?	What hooking technique will I use at the start to build tension? How will I build tension?
What sights will I describe? What sounds will I describe? What feelings will I describe?	What unexpected event will take place?
One metaphor that I will use: One simile that I will use:	What clues will I drop in to make my reader wonder what will happen next?
What kind of character will I introduce?	In what mysterious way will I end the chapter?

Unit 7: Letter of complaint

Learning objectives for the unit

WL1	To revise consolidate and secure correct vowel choices, including vowels with common alternative spellings, unstressed vowels; the influence of vowels on other letters, e.g. *doubling consonants, softening c.*
SL8	To recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. *when there is a shift of topic, viewpoint or time.*
SL13e)	To revise the basic stylistic conventions of persuasive writing which emphasises key points and articulates logical links in the argument.
TL15 **Writing**	To express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration, exaggeration, repetition, use of rhetorical questions.*

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Reading (15 mins)

Read 'unparagraphed' OHT Letter of Complaint 1. Teacher reads aloud emphasising tone. Identify tone – outraged, disgusted, shocked, upset, unhappy? Teach/revise differences between informal/formal and pleased/displeased or angry letter. Explain neutral and emotive language. Pupils locate words and phrases that show the letter is formal and displeased in tone and identify examples of emotive language. Define the type of writing as persuasive with the purpose of arguing point of view.
Together teach and explore the generic structure of persuasion by labelling shared text: opening statement, arguments in the form of points with elaboration, reiterations and restatement of opening position, mainly present tense (but some past tense here – explain why), mainly generic participants, logical connectives, e.g. 'this shows', 'however', 'because'.
From this, organise into paragraphs through contributions from pupils and teacher modelling.

2 Whole-class Sentence Level (15 mins)

Using some of their ideas from the writing they have done in previous lessons, pupils imagine they have visited an historic house with the school and had a terrifying experience. Their task is to persuade others not to visit.
Introduce first section of writing frame (OHT Letter of Complaint 2a and b) for a letter of complaint about visiting a stately home that turned out to be a 'house of horrors'. Check that the frame has the same structure as the example text.
Involve the class in constructing the first part of the letter, constantly reminding pupils of features identified in OHT Letter of Complaint 1. Emphasise differences between persuasive and narrative writing.

3 (20 mins)

Independent writing work
Using the same writing frame (OHT Letter of Complaint 2a and b) as a handout, pupils write the rest of the letter of complaint about a visit to the 'house of horrors'.
Pupils may use their narrative pieces as a prompt for content but the tone and formal style must make their writing very different from a narrative piece.

Guided or teacher-supported reading or writing
Guide pupils for a short time in planning their own frame for the rest of the letter. What structure might follow on from the start shown in the shared text session? Reiterate the key features of the persuasive text.
Introduce the writing frame that independent pupils are working on and compare with own plans. How similar or different? Why? What are the improvements, if any?
Work with pupils to compose the start of the letter of complaint. Encourage a formal tone, sophisticated emotive vocabulary and reiterations. Ensure guided group can report back on meaning and purpose of techniques employed for the plenary.

4 Whole-class plenary session (10 mins)

Selected pupils read out their letters so far. Invite the class to evaluate whether the style is appropriate, emotive language is used, reiteration or other features of persuasive writing are included.

The guided group can be called upon here to define emotive language for the whole class.
Whole-class summary of the features of persuasive writing to produce a support poster for the classroom wall.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

Break

20 mins

Session 3 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to pupils in small groups.

30 mins

Session 4 Focus: Speaking and Listening

Pupils think of the most useless item that they can (dead plant, old shoe, bag with hole in) and rehearse a short role-play or speech to persuade an audience that the item is really very useful after all. They can employ some of the persuasive writing techniques they have learned and reflect on these in a plenary session.

20 mins

Session 5 Focus: Spelling

Either: To identify when consonants double if the suffix -ing is added. Teachers may find Session 5.9 in the Literacy Progress Unit on Phonics helpful.

Or: Pupils can work on their own personal spelling logs and devise strategies for remembering spellings they have difficulty with.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to pupils in small groups.

60 mins

Session 7 Focus: Writing

Teach logical connectives explicitly. Examples in OHT Letter of Complaint 1 could be a starting point, then brainstorm other possibilities. Emphasise that these should be used in pupils' own letters. Build a class bank of useful connectives by brainstorming other words too.

Think of other useful phrases to provide language of complaint for a class poster. Divide into two columns: neutral and emotive language.

Set a definite number of phrases and connectives that pupils should aim to insert.

Briefly recap features that pupils are aiming to mirror in their independent writing. Remind pupils of the time restrictions and how to pace their writing.

Independent writing work
Continue drafting the letter of complaint on the writing frame – OHT Letter of Complaint 2a and 2b.

Pupils should be stopped with ten minutes remaining to proof-read and edit their own writing for clarity and correctness. They could discuss their work so far with a partner at this point.

Group writing work – supported by teacher
Work with pupils on drafting their letters of complaint, extending the writing frame to be original and give more detail where possible. Explore additional phrases and paragraphs that pupils could add to give the argument more weight.

Encourage pupils to copy some of the complex sentence structures modelled in the shared text.

Allow guided pupils time to work independently whilst providing support to different individuals in the group. In the last 15 minutes model editing, encourage pupils to discuss their work so far and edit for clarity and correctness.

40 mins

Session 8 Focus: Mentoring and personal review time

Pupils complete literacy diaries and work on reading and writing targets. Teachers conduct reviews with individual pupils.

15-30 mins

Session 9 Focus: Plenary

What have we learned today about:

- the features of persuasive writing?
- how to divide writing into paragraphs and use different connectives?
- how to proof-read and edit writing to improve the quality?
- how to persuade an audience through talk?
- how to spell?

Letter of complaint OHT 1

Adenvale High School
Cliffbank Road
SP7 0UJ

25 April 2001

Watchout! Programme
BBC Television Studios
NW2 IRJ

Dear Watchout! **I am writing to warn your viewers** about a death trap of an adventure park that I visited recently. In response to the appealing adverts, I spent the day at 'Great Fun Pleasure Park' but great fun and pleasure it was not! **I was conned into** parting with £15 for my entry to the fun park and, of course, I'd had to pay out for the petrol to drive down there. Many other people with families have paid a great deal more; it shouldn't be allowed. **The fun park is a terrifying place because** many of the rides have no safety bars, which means lives are put in danger. When the loop-the-loop roller coaster has no harnesses at all, it's amazing that no one has been seriously injured already. **Furthermore**, there are no refreshment facilities of any kind and the toilets are disgusting; they are crawling with flies and not a scrap of toilet paper is provided! **I was particularly angry about** the litter left lying around the park, owing to a shocking lack of dustbins, as broken glass and tin cans are extremely dangerous. **It is my opinion that the park ought to be** shut down immediately, the owners should be penalised with a heavy fine and they should never be allowed to run a fun park again. **If Great Fun Pleasure Park is allowed to continue operating**, an innocent visitor will eventually fall into one of the many death traps in its grounds. It must not be allowed to continue. Yours faithfully

Letter of complaint OHT 2a

Dear Watchout! Programme

I am writing to warn viewers about

I was conned into

Grove Hall is a terrifying place because

Furthermore, it is not safe due to

I am particularly angry about

Letter of complaint OHT 2b

Therefore, I ____________________suggest that your viewers _________________

____

____

____

It is my opinion, with safety in mind, that Grove Hall ought to be________

____and____________________

____

____

_________________________because_______________________________________

____

____

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____

____

After my terrifying experience at Grove Hall I will

____

____

____

____

Yours faithfully,

____

Unit 8: Writing information text

Text: 'The Bermuda Triangle' by Karl P N Shuker

Learning objectives for the unit

WL14	To define and deploy words with precision, including their exact implication in context.
SL13a)	To revise the basic stylistic conventions of Information text which maintains the use of the present tense and third person, organises and links information clearly; incorporates examples.
TL10 Writing	To organise texts in ways appropriate to their content e.g. by chronology, priority, comparison and signpost this clearly to the reader.
Sp&L10	To identify and report the main points emerging from discussion, e.g. to agree a course of action including responsibilities and deadlines.

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Writing (15 mins)

Read and understand the text OHT Writing Information Text 1. Explain difficult vocabulary. Explore what the text tells its reader – what information is provided in it.
Identify the type of text. Examine how it is different from narrative and persuasive texts. Encourage pupils to detect the key features of the structure, without guidance initially.
Teach the structural features of an information text: subject clearly stated, technical information, the use of the present tense and third person, how the information is organised and linked and is made clear; examples are incorporated; usually non-chronological; impersonal language.

2 Whole-class Sentence Level (15 mins)

Look more closely at the language features of the text. How is it different from narrative and persuasive? In collaboration with the pupils, explore what types of words and phrases it does and doesn't have (expressive, descriptive or emotive language) and why.

Teach/revise impersonal language, present tense (any variations?), types of connectives used and how these are different from others collected from narrative and persuasive texts.

3 (20 mins)

Independent writing

Provide pupils with text-type headings and a bank of initial sentences in Pupil Sheet Writing Information Text 1.

Working in pairs, pupils identify the sentences from the information text and then identify the other types of text. Pupils then complete sentences in the same style using a bank of connectives built up from shared text and own ideas where appropriate.

Guided or teacher-supported reading or writing

Pupils have jumbled up 'imperfect' information text in Pupil Sheet Writing Information Text 2.

Based on class model and features of an information text identified together, pupils:

- read the sections and identify/delete the 'rogue' sentences;
- label sections as features of an information text and sequence the paragraphs appropriately (set time allowed then review group's decisions and establish appropriate labelling).

Teach how the text could now be improved with pupil contribution to suggest connectives, identify impersonal language slips, etc.

4 Whole-class plenary session (10 mins)

Guided group summarises the features of an information text and what mistakes can easily be made when writing in report style – what to check.

Independent pupils report back on the sentences identified and on how they completed the sentences.

Class evaluates impersonal language and connectives chosen.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

Break

20 mins

Session 3 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to pupils in small groups.

30 mins

Session 4 Focus: Speaking and Listening

Survival game: provide pupils with a long list of items to take on an imaginary voyage at sea. Pupils, through discussion in groups, must decide which 10 items will be of most use and value in a survival situation. They should be able to report back with sound reasons for their choices.

20 mins

Session 5 Focus: Spelling

Either: To understand why some words drop –e when their ending is changed.

The teacher may find Session 5.10 in the Literacy Progress Unit on Phonics helpful in this session.

Or: Pupils can work on their own personal spelling logs and devise strategies for remembering spellings they have difficulty with.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Teach the next lesson of the selected Literacy Progress Unit to pupils in small groups.

60 mins

Session 7 Focus: Writing

Model how to compose, edit and refine short non-chronological information texts focusing on clarity and conciseness and impersonal style using Pupil Sheet Information Writing 2 that the teacher-supported group edited previously.

Draw pupils' attention to sequence of paragraphs and to links between one paragraph and the next, e.g. through choice of appropriate connectives. Annotate the text to highlight the key areas pupils should write about: how pupils mark territory; how they feed; how they look after their 'pack'; whether they are endangered or not. The challenge is to make it sound as serious as possible.

Remind pupils to proof-read and edit their own writing for clarity by creating more complex sentences and simplifying clumsy constructions.

Independent Writing
Pupils construct an Information text. Pupils may select their own animal report, using the framework of the example tiger report in Pupil Sheet Information Writing 2, or continue the report about pupils provided in Pupil Sheet Information Writing 3.

They should make use of class work on identifying structural and language features of an Information text.

Stop with ten minutes to proof-read work independently or with a partner.

Guided writing work during Session 7 – one group supported by teacher (20 mins)
Pupils work on same activity, same choice of texts, but the teacher focus is on encouraging pupils to work in detail on achieving the impersonal voice by reworking sentences a number of times.

For each paragraph, give a set number of minutes for pupils to work independently drafting their improved version. After each stage, discuss how they will improve the section to meet the criteria for report writing by using individual pieces to draw out teaching points and to invite feedback and evaluation from the rest of the group.

Allow pupils time to proof-read their work independently or with a partner.

40 mins

Session 8 Focus: Mentoring and personal review time

Pupils complete literacy diaries and reading and writing targets. Teachers conduct reviews with individual pupils.

15-30 mins

Session 9 Focus: Plenary

What have we learned today about:

- the features of Information texts?
- new connecting words and phrases?
- how, through speaking and listening, to discuss a problem and reach a decision?
- spelling?

The Bermuda Triangle

From 'The Unexplained: An Illustrated Guide
to the World's Natural and Paranormal Mysteries'
by Dr Karl P N Shuker

The Bermuda Triangle is a mysterious expanse of sea in the western Atlantic where a high number of ships and aircraft supposedly vanish without trace; this includes more than a hundred since 1945. The outermost limits can be mapped to a triangle that links up the tip of Florida, Puerto Rico and Bermuda, thereby earning it its name.

According to reports, articles and books on the subject, aeroplanes and ships disappear without any wreckage or bodies being found. On occasions they are lost from radar screens. A fireball on the sea, or in the sky, is sometimes seen at the same time as the failure of a ship's compass. Similarly, loss of radio contact in ships and aircraft can coincide with the failure of electronic steering.

There are countless theories proposing how and why the Triangle exerts such power. These range from attacks by sea monsters, abductions by extraterrestrials and freak killer waves to sudden releases of methane bubbles from ice on the sea bed, a black hole beneath the waves, geomagnetic anomalies, and a giant submerged crystal warping the space around its victims.

No one theory has been proved beyond doubt. Therefore, the Bermuda Triangle remains a scientific mystery.

Writing information text Pupil Sheet 1

You have reviewed the features of three types of text. You have investigated connecting words and phrases. How much have you learned?

1. Cut out the three names of the genres of writing you have studied so far and arrange them as column headings on your desk.

Narrative fiction	Persuasion	Information

2. Read and cut out the sentences below. Decide which genre of writing they are and put them under the most appropriate heading.

We are pleased to inform you that Stephen has won the school prize for outstanding effort.

Don't miss this wonderful play.

Moonlight slid across the wall.

This Stockport Children's Book Award winner will have you gripped.

An amazing explosion shattered the silence.

Snakes are mostly found in tropical regions.

3. When you have decided on the genre of the sentences, choose a connective for each from the list below. Add the connective and extend the sentence.

after	unless	except	if	rather	before
although	as	because	or	while	therefore

4. Circle two connectives that you don't use very often. Try to use them in your next piece of writing.

Writing information text Pupil Sheet 2

1. Read the report below to find the sentences that do not belong there. Can you say what genres of writing they are from?
2. Decide on the best order for the paragraphs.
3. Extend the sentences by using a range of connectives.

Tigers are large carnivorous mammals. They have orange-yellow coats striped with black. Tigers do not have manes. Their eyes sparkle like diamonds and their fierce teeth are as sharp as knives.

Tigers mark their territory by scratching trees. They leave a scent that comes from their paws. If tigers are to survive, we must look after them.

Tigers can be found in parts of Asia. They are an endangered species, which is very unfair. There are between 4,000 and 7,000 left in the world. Tigers are poisoned and shot by poachers for their bones and body parts. Their bones and body parts are used for medicine. You must help us fight the poachers and save the tiger by sending a donation.

Tigers usually hunt at night. They can be away hunting for 24 hours or more. Their jaws are strong enough to crush their prey's backbone. Their striped coats camouflage the tiger. They do not match in with the background. The stripes break up a tiger's outline, especially at dusk, when hunting begins. I would hate to bump into a tiger at night! An average female tiger eats 13 pounds of meat a day.

The Latin name for a tiger is *Panthera tigris* or *Felis tigris*. I've never heard of the Latin name. It's difficult to pronounce. Tigers are part of the Felidae family.

Tigers

Tigers are devoted to their cubs. They protect their young from leopards, wild dogs and other tigers. They hide them in a den. They make sure their cubs are safely in the den. Then they go hunting. Cubs begin to eat meat at three to four months old. They only leave their mothers after two years. The tiger cub's fur was as soft as velvet and its coat shone in the golden sun.

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Writing information text Pupil Sheet 3

Writing Reports/Information text

You have learned about the features of information text. This is the work of someone who has started to write in this style but wasn't sure how to finish it. Edit and complete their report by adding your paragraphs. Use your class poster on report writing to help you.

Secondary School Pupils

Pupils are carnivorous mammals found all over the world.

They gather together in 'schools'. They are usually recognisable by their formal uniforms although not all pupils wear blazers and ties. Pupils are divided into the two main categories of boys and girls.

The name pupil comes from the latin 'pupillus' meaning orphan, which was derived from 'pupus' meaning child.

Pupils belong to the family of *Homo sapiens*.

Unit 9: Writing instructions

Learning objectives for the unit

SL8	To recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a shift of topic, viewpoint or time.
SL13d)	To revise the basic stylistic conventions of instructions, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance.
TL10 Writing	To organise texts in ways appropriate to their content, e.g. by chronology, priority, comparison, and signpost this clearly to the reader.
Sp&L15	To develop drama techniques to explore in role a variety of situations and texts or respond to stimuli.

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Writing **(15 mins)**

- Present pupils with the number of different text extracts together on OHT Instructions Writing 1. Ask pupils to identify the types of text and to give evidence for their answers. Guide pupils towards naming the features of the different types of text as summarised in previous lessons.
- Ask pupils to consider the audience and purpose of each type of text and the kind of situations people might be in when they meet or use them.
  Focus on the instructional text extract – even from this short piece what can we learn? Do pupils know what kind of text it is? Can they work out or imagine what the features of a whole text might be?
- How might the paragraphs be organised? What kind of connectives? Ask pupils for examples and to label the group – Temporal? Causal? Logical?
- On a separate acetate or board, draw out a frame for *Instructions* with pupil contributions. What shape might the plan be, what components and what order? Encourage pupils to think about a statement for what is to be achieved, ingredients, equipment or tools and sequenced steps using the kind of connectives mentioned.

2 Whole-class Sentence Level (15 mins)

Ask pupils to consider the language and sentence structure of a text of instructions. Is it written in a formal or informal way? What is the evidence? What tense is it written in? What are key words in the procedural text and where do they come in most sentences? Is it first, second or third person and how do we know? What might accompany a procedural text and why? (All points should be annotated for reference later in the lesson.) Summarise the shape and language features ready for independent work.

3 (20 mins)

Independent writing work
Pupils look at the jumbled up recipe on Pupil Sheet Writing Instructions 1 and work out the order of the piece.
The last section is missing completely. Pupils should predict the content and use the language features of instructions to complete it.

Guided or teacher-supported reading or writing
With teacher guidance, pupils construct a set of instructions following the rules set out in the first part of the lesson.
Brainstorm what the group could write Instructions on. It should be something they know very well and could be a mundane, everyday activity, e.g. how to get to school on time!
Following the shape established as a whole class, decide on the general content – the sequence of actions.
Devise a bank of connectives suitable for this piece.
Decide on the imperatives to link to each action, keeping clarity in mind.
Pupils in the group take it in turns to construct sentences with teacher guidance for piecing the text together. Report back on the finished item to whole class.

4 Whole-class plenary session (10 mins)

Selected pupils report back on their sequences and there is some discussion of the most appropriate/clear procedure. One or two read their predicted paragraphs and highlight what they feel are the key features of instructions that they sought to include. Class evaluate.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

Break

20 mins

Session 3 Focus: Literacy Progress Unit

Revise the main elements of the selected Literacy Progress Unit.

20 mins

Session 4 Focus: Spelling

Either: To add suffixes to words doubling consonants and dropping -e where appropriate. The teacher may find Session 5.11 in the Literacy Progress Unit on Phonics helpful in this session.

Or: Pupils can work on their own personal spelling logs and devise strategies for remembering spellings they have difficulty with.

20 mins

Session 5 Focus: Spelling

Pupils each pick a card from a 'Characters' box and one picks out a card from the 'Setting' box. They then role play the conversation which takes place between these two characters in the particular setting. 15 mins to role play then the teacher may choose some pairs to perform their role play to the class.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Revise the main elements of the selected Literacy Progress Unit.

60 mins

Session 7 Focus: Writing

Teacher reminds pupils of the features of a set of instructions. Focus on the imperative and use of the second person to recap the most difficult features. Revise with pupils the importance of sequence and a clear and logical order to each instruction.

Before setting pupils their task get them to suggest the kinds of content for the text (choose everyday processes like finding the way around school). Collect a useful list of phrases on a flip chart or white board, including appropriate connectives to enable pupils to draft independently.

Pupils draft instructions in pairs (directing visitors around school or something similar). After a set time, pupils try out their instructions to evaluate precision. Redrafting might be necessary.

Pupils compare finished products with class brainstorm and criteria for instructions. Have they fulfilled each point?

Guided writing work – during Session 7 – one group supported by the teacher
Work with the supported group (a different group from the supported group in the Literacy Hour in the morning) to identify challenging goals for the piece before beginning. For example, only use each imperative once in the whole piece. Use at least six connectives (not 'and' or 'but'). Create three complex sentences. Targets like these could be based on work so far.

Once targets are set, pupils draft their own instructions for an everyday activity, aiming to be as precise as possible. Teacher uses one pupil's writing as a model with the group to reinforce the teaching points.

40 mins

Session 8 Focus: Mentoring and personal review time

Pupils complete literacy diaries and work on reading and writing targets. Teachers conduct reviews with individual pupils.

15-30 mins

Session 9 Focus: Plenary

What have we learned today about:

- the features of instructions?
- how paragraphs are organised to sequence information?
- how to use role play to develop character?

Summer will soon be here, so now is the time to plan the improvements that will make your home look its best this year. Whether you want to transform your whole house or just learn to flower arrange, the best first step you can take is joining Planet Books. Planet Books offers an unbeatable choice of books with all the best money-saving tips for your home. Choose any 10 books for as little as 30p and you can save up to £200 immediately.

MEGA STRENGTH GEL

Apply Mega Gel to slightly damp or nearly dry hair. First comb through thoroughly using wide-toothed comb. Then leave to dry or style with hairdryer as usual. For extra lift and body, blow dry with head upside down. Use on separate strands of hair for texture and definition. Remove by brushing or shampooing.

Keep out of reach of children and avoid contact with eyes. Rinse eyes immediately if product comes into contact with them. Do not place on polished surfaces.

Roy is a very hard-working pupil and a delight to teach. He always contributes enthusiastically in lessons and hands his homeworks in on time without fail. Roy has increased his knowledge and improved his skills markedly in this subject over the three terms of Year 7. End of year tests show Roy has a very high level of understanding. He particularly enjoys problem-solving activities, which will serve him well as he moves up the school.

Fly-catcher in the Pond

The frog's head was a blotch, like an eye peering at the sky. As though it had collided with a stone wall, its face looked compressed. It shone a bright, emerald green with inky black smudges across oily skin. Legs doubled over, like concertinas ready to rebound, suddenly leapt out of the water with a splash. In a flash the frog sent lily pads reeling as it lurched after flies with its rolling tongue.

By Gemma, aged 12

Writing instructions text Pupil Sheet 1

Read the instructions below and work out in what order they should be organised. An important part is missing. Work out what you think it might be and then write it yourself! Make sure you stick to the features of a procedural text.

Wobbly worms

Makes about 10 cookies

Spoon the biscuit mixture into a piping bag with a plain nozzle. Choose a 1 cm nozzle to get good-sized wobbles.

In a large bowl, beat the butter and 50 g of icing sugar with an electric beater until creamy and smooth. Add the egg slowly, a little at a time, beating well between each addition of egg. Then mix in the flour and stir well with a wooden spoon.

You will need the following ingredients:	
100 g butter 1 egg 8 tsp hot water food colouring	50 g icing sugar 175 g plain flour 175 g sugar

Preheat the oven to 190°C/ Gas Mark 4. Line a baking sheet with parchment paper. Leave the oven to heat up for about 10–15 minutes.

Squeeze out about 10 wobbly shapes onto the parchment paper but leave some space for spreading during cooking.

Unit 10: Persuasive writing

Why summer school is good for you

Learning objectives for the unit

SL1c)	To extend pupils' use and control of complex sentences by deploying subordinate clauses in a variety of positions within the sentence.
SL13e)	To revise the basic stylistic conventions of persuasion which emphasises key points and articulates logical links in the argument.
SL15	To vary the formality of language in speech and writing to suit different circumstances.
TL1 Writing	To plan, draft, edit, revise, proof-read and present a text with readers and purpose in mind.

60 mins

Session 1 Focus: Literacy Hour

1 Whole-class Shared Writing **(15 mins)**

Pupils are enlisted, in this session, to contribute to the promotion of next year's summer school by writing a promotional leaflet for next year's Year 6. The emphasis is on the persuasive writing of the leaflet, not design or drawing. Model planning the shape of a persuasive text. Include: space for an opening statement; a set number of boxes for arguments to be put forward (decide with the class how many are appropriate – a convincing number but not too many to be off-putting); reiteration; summary and restatement of opening (see Persuasive Writing Teacher Guidance 1 on page 93).
In more detail brainstorm with pupils the likely content of the argument boxes. What are the most convincing arguments about summer school? The brainstorm will provide pupils with a wide selection for independent work.

2 Whole-class Sentence Level **(15 mins)**

Consider the language features of a persuasive text. Can pupils begin to guess from their work on other texts or remember from their primary teaching? What tense? What kind of connectives? What powerful verbs might be included to persuade the reader?

Would a persuasive piece be non-chronological or chronological? Check pupils understand the terms.
Draw up rules to go with guidance for a persuasive piece to be displayed to support independent work (ideas suggested on Persuasive Writing Teacher Guidance 1).
Collaboratively, draft one of the argument boxes to model the rules identified. Voice the thought process behind two complex sentences, experimenting with the order of clauses in the sentence. Discuss when to begin a new paragraph and the reasons behind a choice of connective. Add pupils' suggestions for powerful verbs to 'sell' summer school to the reader.
What impact will the audience have on their style? What level of formality is required before it becomes counter-productive?

3 (20 mins)

Independent writing
Using class framework and rules, draft a persuasive text to encourage pupils to come on next year's summer school. Aspects to cover are decided by the individual class – the school's own particular strengths.

4 Whole-class plenary session **(10 mins)**

Plenary feedback, as editing session comes later in the day. Pupils reporting back, some reading aloud. Focus on evaluation and peer-editing. How can we help each other improve? Ask for suggestions. More emotive language selected?
Devise class pointers devised based on common missing elements or strengths to celebrate. Set targets – what to concentrate on for the writing session.

20 mins

Session 2 Focus: Reading

Independent or Guided Reading

Break

20 mins

Session 3 Focus: Literacy Progress Unit

Reinforce and consolidate the main elements of the selected Literacy Progress Unit with pupils in small groups.

20 mins

Session 4 Focus: Spelling

To know a range of strategies when dealing with difficult spellings; to know which strategy to choose to spell particular words in personal writing. Teachers may find the relevant lesson in the Progress Unit on Spelling helpful.

30 mins

Session 5 Focus: Speaking and Listening

Pupils prepare a persuasive speech to deliver to younger pupils about the benefits of summer school. They should focus on what makes a speech different from a pamphlet – the oral and the written form.

Lunch

20 mins

Session 6 Focus: Literacy Progress Unit

Reinforce and consolidate the main elements of the selected Literacy Progress Unit with pupils in small groups.

60 mins

Session 7 Focus: Writing

Independent writing
Pupils continue to draft persuasive pamphlets individually, but ensure they are conscious of time in order to stop early enough to edit.

Pupils self-edit and improve their own written work for clarity and style and work as response partners helping each other.

Guided writing work – during Session 7 – one group supported by the teacher
Work with the supported group to identify challenging goals for the piece before beginning – this could relate to vocabulary in a persuasive text.

Consider other sophisticated techniques of persuasion – reiteration, for example.

This piece could be used for assessment of progress in writing skills.

40 mins

Session 8 Focus: Mentoring and personal review time

Pupils complete literacy diaries and work on reading and writing targets. Teachers conduct review with individual pupils.

15–30 mins

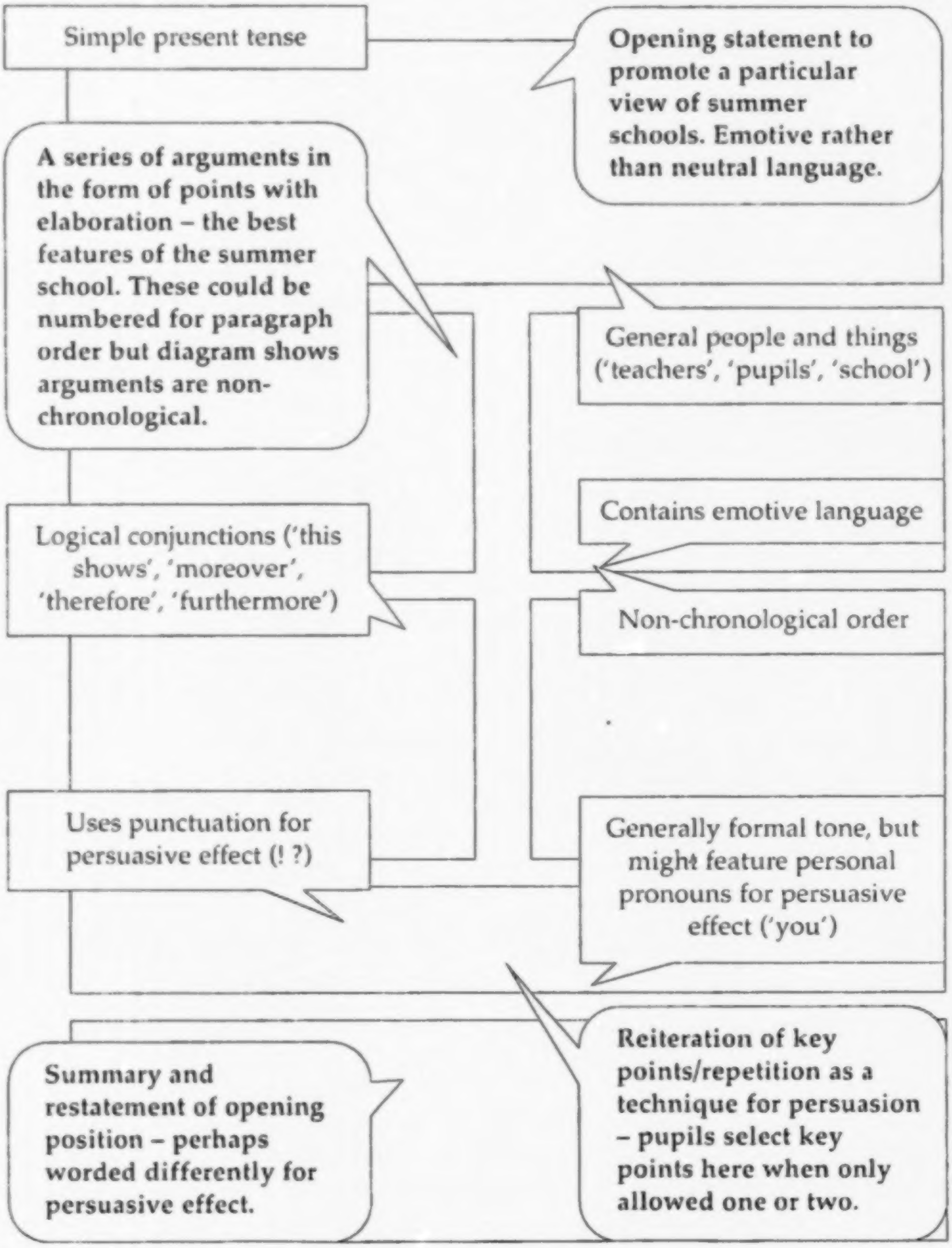
Session 9 Focus: Plenary

What have we learned today about:

- the features of persuasive writing?
- how and why paragraphs are used to sequence information?
- connectives found in persuasive writing?
- how to present speech in a persuasive way?

Teacher Guidance Persuasive Writing 1

Planning frame for persuasive writing including typical features and rules. Rules outlined are not in any order and apply to all sections.



Simple present tense

Opening statement to promote a particular view of summer schools. Emotive rather than neutral language.

A series of arguments in the form of points with elaboration – the best features of the summer school. These could be numbered for paragraph order but diagram shows arguments are non-chronological.

General people and things ('teachers', 'pupils', 'school')

Contains emotive language

Logical conjunctions ('this shows', 'moreover', 'therefore', 'furthermore')

Non-chronological order

Uses punctuation for persuasive effect (! ?)

Generally formal tone, but might feature personal pronouns for persuasive effect ('you')

Summary and restatement of opening position – perhaps worded differently for persuasive effect.

Reiteration of key points/repetition as a technique for persuasion – pupils select key points here when only allowed one or two.

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Acknowledgements

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